DOCUMENT RESUME

ED 123 840 EC 090 146

AUTHOR Seal, Albert G.
TITLE Thirty Wonderful Years: A Program of Service to the Deaf and Hard of Hearing.
INSTITUTION Beltone Electronics Corp., Chicago, Ill.
PUB DATE 73
NOTE 95p.

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS Aurally Handicapped; Counselor Role; *Deaf; Exceptional Child Services; Program Development; *Vocational Rehabilitation
IDENTIFIERS Louisiana; *Personal Experiences

ABSTRACT

A former vocational rehabilitation counselor for the deaf in Louisiana recounts his experiences in initiating the state program, and discusses education of counselors for the deaf, career planning, and vocational placement of young deaf adults. Also described is the development of a special program for the deaf at Delgado College in New Orleans. (CL)

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THIRTY WONDERFUL YEARS

A Program of Service to the Deaf
and Hard of Hearing

by

Albert G. Seal, Former Supervisor
Services for the Deaf
and Hard of Hearing

State of Louisiana
Department of Education
Vocational Rehabilitation Division

Baton Rouge, Louisiana

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THIRTY WONDERFUL YEARS

Publisher's Note

by
David Smith

'THIRTY WONDERFUL YEARS' tells the story of the exceptional program which evolved in the state of Louisiana, due very largely to the energy, enthusiasm and total dedication of one man to the welfare of the deaf and the hard of hearing. This exceptional man is Albert G. Seal. The program's success was assured by intense cooperation between educators and vocational rehabilitation workers.

The story was written by Mr. Seal over a considerable period of time and completed late in 1971. It vividly details the long sequence of steps which led from his initial assignment as the first counsellor for the deaf and blind in Louisiana to his resignation from his position as State Supervisor of Services for the Deaf and hard of Hearing, effective June 30, 1972, to join the staff of Beltone Electronics Corporation.

We at Beltone had known Al Seal for many years, as he had worked in close collaboration with our hearing aid dealers in Louisiana to assure that his hard of hearing clients received all the help possible from hearing aids. When he let it be known that he was about to take 'early retirement' from his state post, we discussed with him the propriety of his joining us as Vocation Rehabilitation Coordinator to educate our dealers nation-wide in the total philosophy of vocational rehabilitation and the policies and procedures of concern to them.

Mr. Seal tackled his new assignment with his usual enthusiasm. After studying the situation in collaboration with Beltone executives, it was agreed that he should arrange to hold a series of state-wide seminars in which state officials of Vocational Rehabilitation and other public agencies would participate with Beltone dealers. The success of his efforts is evidenced by the fact that in the space of just one year he contacted DVR officials in forty-eight states and planned and conducted the inter-discipline seminars in forty-five of them. VR officials and Beltone dealers alike agree that the meetings have resulted in improved understanding and paved the way to fuller cooperation in serving the hearing handicapped.

Beltone Electronics Corporation is proud to have Albert Seal on its staff and to publish this story of his thirty wonderful years in the state of Louisiana. You who read it may agree that a poem by Will Allen Dramgoole entitled 'THE BRIDGE BUILDER,' long a favorite of Albert Seal's, sums up his own attitude toward his life and career:

THE BRIDGE BUILDER

An old man, going a long highway
Came at the evening, cold and gray
To a chasm vast and deep and wide.
The old man crossed in the twilight dim –
The sullen stream had no fear for him,
But he turned, when safe on the other side,
And built a bridge to span the tide.

"Old man," said a fellow pilgrim near,
"You are wasting your strength with building here.
You never again will pass this way;
You've crossed the chasm deep and wide;
Why build you this bridge at evening tide?"

The builder lifted his old, gray head.
"Good friend, in the path I have come," he said,
"Is a youth whose feet must pass this way.
This chasm, that has been naught to me,
To that fair-haired youth may a pitfall be;
He, too, must cross in the twilight dim . . .
Good friend, I am building this bridge for him!"

Beltone Electronics salutes Albert G. Seal and commends this story of his 'first career' to all who are concerned with vocational rehabilitation of the hearing handicapped.

David Smith
Director of Marketing
Beltone Electronics Corporation

THIRTY WONDERFUL YEARS

FOREWORD

by
Dr. Boyce R. Williams

The vocational rehabilitation movement ranks right up at the top among the array of social services that this country has conceived, nurtured and developed to insure that the central concept of democracy, equal opportunity, exists in fact and is maintained. Still ascendant in its outreach and thrust, the State-Federal vocational rehabilitation program stands out among all public and private services in responding to the needs of one of our most seriously underserved minorities, deaf people, and in its potential to be still more effective for them.

These happy conditions were not legislated, although they have their roots in the laws relating to vocational rehabilitation. They were not purchased, although vocational funds provided the means. They exist because of the dedicated professionals who man the service line, the vocational rehabilitation counselors for the deaf.

A principal contributor to this challenging, exciting work has been Albert Garrel Seal, longtime friend, colleague, and inspiration. Al Seal has established in Louisiana benchmarks for integrated meaningful services to deaf clients that are beacons for the other States that are not blessed with his kind of commitment.

In these pages Al tells in his own engaging way the highlights of his pioneering. Dynamic and close working relations with special education, job development, placement techniques, case study and evaluation, resource establishment are among the basics that he discusses. All are fundamental for effective statewide vocational rehabilitation programs for deaf people.

The experienced vocational rehabilitation counselor for the deaf will find Al's warm message replete with insights that take on special significance in the light of his own work. The neophyte will find priorities for his growing involvement in services to deaf people. This writer has found it a source of deep appreciation that Al Seal is the kind of person that he is and that he has taken the time to record for posterity the important truths about service to deaf people that his work has brought to light.

Boyce R. Williams
Director, Office of Deafness and Communicative Disorders
Rehabilitation Services Administration
Department of Health, Education and Welfare

Preface

The program which has been described in this monograph has been the product of the combined efforts of many hundreds of people and the writer was highly privileged to have been one of them. To attempt to isolate a few people with emphasis upon their contributions would seem almost unfair while at the same time to name all those who contributed toward the success of the program would be next to impossible.

With an apology for any omissions of contributing individuals, we would like to single out just a few who have left their imprint on the successful development of this exciting program here in Louisiana.

Four individuals now deceased had such keen insight for planning and so great love of the deaf that they combined their talents and their positions to make possible the beginning of this program. These were the late Seid W. Hendrix, State Director of Vocational Rehabilitation; Spencer Phillips and John S. Patton, Superintendents of the Louisiana State School for the Deaf; and Dr. Felton Clark, President of Southern University and also Superintendent of the School for the Deaf on that campus. Without their love and understanding for the deaf and their desire to see the deaf have equal opportunities with other groups, this program could never have gone beyond its initial beginning.

The writer owes a debt of gratitude to Mrs. Lillian Jones, former Principal of the School for the Deaf; to Mr. Kenneth Huff, former Principal of the School for the Deaf, and presently Superintendent of the Wisconsin State School for the Deaf; and to Mr. W. L. Bradford, Principal of the School for the Deaf at Southern University, for their willingness to work as members of the team in both the development of this program and in its continuing growth on both the campuses and throughout the state. My friend and colleague, Murphy J. Sylvest, one of the outstanding psychologists in the field of Vocational Rehabilitation, provided the writer with an insight into the area of deafness without which he could have never developed this program to its present size.

Not enough could be said to commend the thousands of employers throughout the state, the hundreds of deaf people throughout the state, and my fellow workers in the Vocational Rehabilitation Department for their contributions leading toward the success of this program. Without this combined effort with each doing the best he could, our program would never have grown to such an extent.

During the tenure of office of Dr. William J. Dodd, State Superintendent of Education, and Mr. Curtis L. Johnston, Assistant State Superintendent for Vocational Rehabilitation, our program expanded from a one counselor operation to a staff of 14 professional people. For a period of five years, Mr. John Arrington, who served as Mr. Johnston's chief assistant, provided great leadership ability in helping Superintendent Dodd and Mr. Johnston make plans for the expansion and growth of this program.

We are indeed indebted to Dr. Boyce Williams, Director, Office of Deafness and Communicative Disorders, Rehabilitation Services Administration, Department of Health, Education and Welfare, Washington, D. C. for his 30 years of leadership in helping this Counselor to develop and expand the program. The warm and friendly relationship which developed between the writer and Dr. Williams has been one of the significant aspects of both the growth of this program in Louisiana and the influence it has had throughout the country.

Dr. Marvin Thames, President of Delgado College in New Orleans, Mr. Henry Nebe, Administrator for Rehabilitation Services at Delgado, and Mr. Douglas Wells, Assistant Administrator for the Program for the Deaf and their faculty and staff have made a lasting imprint upon the services provided for the deaf by cooperating with the writer in the development of the exciting program for the deaf at Delgado College.

In 1967, the writer was honored at the National Rehabilitation Association Convention at Cleveland, Ohio by receiving the Bill Elkins Counselor-of-the-Year Award. Perhaps this significant event was the essential ingredient that sparked the rapid expansion of the services in Louisiana. To my friend, Bill, I owe a lasting debt of gratitude for this distinct honor and for the influence it had upon my career.

Finally, four important people have left their influence on the writer and the program. To Ann Jackson, my faithful secretary for the past 18 years, and to Elaine French (also my secretary) I am deeply indebted. Without their assistance in the handling of the materials and in the volumes of work which we have done over these 18 years, my task would have been almost impossible. To my wife, Wilmah, and my daughter, Della, who stayed with me through thick and thin, who have travelled the state from end to end and who have given me of their time and advice, I have nothing but a feeling of love and admiration.

These individuals named and unnamed comprise the team of which I have been privileged to be a member. Together we have developed a program which we believe to be a significant contribution to the rehabilitation of the deaf and the hard of hearing. We are grateful for this privilege.

Albert G. Seal

THIRTY WONDERFUL YEARS

Chapter I

The Genesis of a Program for the Deaf

The history of vocational rehabilitation in the United States, as well as definitive studies on special aspects to deafness, has been written by competent scholars. Their papers serve as resource material for persons involved in a rehabilitation program for the deaf. Before these professional materials were available, however, the need for providing services for the deaf in our state of Louisiana was recognized. Unfortunately, we had very little experience upon which to draw in the establishment of such a program. What we will relate in the pages to come will be an effort to unfold a story of how a dramatic, exciting, and previously unheard of program was conceived and developed in our state.

Our state had not been completely unaware of the problems of the deaf. History will relate that in the early nineteenth century when the population of our state was small, the Legislature appropriated funds with which to send our deaf children to other states which had previously established educational facilities for their deaf. Then, in the early 1850's, the State Legislature gave further consideration to the problem of the education of the deaf and the end result was that the State School for the Deaf was established in Baton Rouge. Children from throughout the state were enrolled in this early educational institution and it gained recognition for its degree of excellence in the field of deaf education in the Deep South.

The period between 1860 and 1865 was turbulent and the services for the deaf in the state were badly disrupted. After some period of time during the readjustment to peace, the educational program for the school took on a more normal pattern. Students were trained in both academic and vocational subjects but the school offered only a limited number of vocational courses. As the school grew in experience, certain areas of employment in which the deaf had succeeded were used as bases for teaching trades within the school. This practice continued for nearly one hundred years. The results, however, of such a system, though good as they were, left much to be desired in offering the deaf student the same opportunities for the broad total educational opportunity offered to his hearing brothers and sisters.

There are many advantages to be found in the residential school which can hardly be found elsewhere in an educational program for the deaf. There are some circumstances, however, associated with the residential school which led the educators in our state in the early 1940's to give some consideration to an expansion and an enrichment of opportunities available to the young deaf person. Because of lack of faculty, space, and finances the residential school can only offer a very limited number of vocational

opportunities for the deaf. This results in many young deaf persons being denied the opportunity of a broad vocational evaluational experience with many being trained in fields both below and above their interest pattern or their capacity to function.

It was not until the early part of World War II that the educators in Louisiana came face to face with the training and the employment problems of our young deaf and decided that now was the time to bring them into the total rehabilitation picture and to treat them with equality. The Superintendent of the School for the Deaf and the Director of the State Vocational Rehabilitation Agency began to give joint consideration to the scope of the problem of employment of the young deaf in our state. What they found they did not like. Many of the deaf who were leaving the school were developing a very poor work history. A survey revealed that they were having employment of very short duration and that there was no consistent pattern in the type of employment which they were seeking. Many were not able to compete successfully in the field to which they had had some exposure at the school. Not having had any post-graduate training facilities available they had no other choice but to go from door to door unassisted and accepting only such jobs as they could find.

Other negative characteristics were discovered in this survey of the problems of the young deaf in our state. These young people, who had been denied the learning experiences which one acquires in a hearing environment, developed some rather bad work habits. Employers stated that they were not interested in hiring the deaf because of their inability to make a good adjustment to a new work situation. The young deaf employee was described as being hot tempered. He would get mad very easily. He would pay little attention to instructions. He would leave his job with no notification of departure and seldom would he call the office when it was impossible for him to be at his workbench at the start of the day. Others described him as being undependable, suspicious, and easily frustrated. Many deaf workers were described as being unhappy and always looking for something else.

This is not to say that all factors pertaining to the deaf were negative. There was that small lucky number of deaf who had found an acceptable station in life and who had made good stable employees. Lucky was the deaf person who was fortunate enough to find a job in keeping with his known capacity which provided him with the pleasures of life. This number was found to be in the minority, but gradually, as they grew older, they became the backbone of leadership among the deaf in our state.

It was with the larger majority, however, that the Superintendent of the School for the Deaf and the Director of the Vocational Rehabilitation Program were concerned. They wanted to offer this segment of our population an opportunity to be trained and placed in jobs in keeping with their maximum skills and interest levels so that they could become more useful and well-adjusted members of our society. With the war in its beginning, there was an increased demand for trained workers and the leadership in our state felt that we had a golden opportunity to accomplish two major objectives

by initiating a program of service to the deaf. First, by developing such a program we could discover the causes of some of the known negative aspects of the deaf population and attempt to develop a broad program which would focus attention on these problems and eventually work toward a solution. In the second place, by successfully pursuing the first objective we would be able to bring the deaf in our state into the major war effort and thus let them make their contribution toward winning the great struggle in which this country was engaged.

It was in this setting that the present program for the deaf in Louisiana was begun on January 1, 1943.

THIRTY WONDERFUL YEARS

Chapter II

The Education of a Counselor for the Deaf

When the decision was made by the State Director of Vocational Rehabilitation and the Superintendent of the School for the Deaf in late 1942, the next problem was to determine who would serve as counselor for the new program which was being formulated. This was not an easy task to complete because in those early days there were few, if any, guidelines to follow. No one seemed to be available with the combination of training and experience which met the requirements of the job. The counselor finally chosen to fulfill this responsibility was completing an assignment in the Department of Education as Assistant State Supervisor of Adult Education and it was known that he had had some basic training in the field of hard of hearing while in college. This, together with his rather broad background of work experience, was perhaps the point of decision in his being selected by both the Superintendent and the State Director to assume the responsibility of this newly created job.

There were many fundamental reasons why the program would be established under a joint agreement between the State Vocational Rehabilitation Agency and the State School for the Deaf. It was recognized by all concerned that the School for the Deaf was doing its best to equip its graduates with skills which would be applicable to assuming the responsibilities of a normal life. It was further recognized that once the students left the School for the Deaf, they literally were on their own without any further services necessary to assume their total adjustment to the world of work. The School for the Deaf had no responsibility in this connection beyond the date of graduation. So it was that the deaf had been leaving the school and were forced to face the realities of life and, in many instances, with tragic consequences. The leaders of the day recognized also that the rehabilitation program had a responsibility to provide services for the deaf once they had left the school and that because of lack of knowledge of the deaf, this agency had not been able to meet its responsibilities to this group of people. Much credit is due the Director of the Rehabilitation Program and the Superintendent of the School for the Deaf for conceiving a program of services to the deaf which served as a pioneer project in joint relationships between these two agencies. The records indicate that no other state school or rehabilitation agency up to that point had ever undertaken a program of such far-reaching magnitude.

In establishing guidelines for the program, it was felt essential that in order for the counselor to be more effective, he must of necessity be associated in close working relationship with the deaf community within the school. It was known that the deaf were not receptive to strangers or especially those who could not communicate with them in their own language nor one who did not understand or knew but little about their

method of education and the impact of deafness upon their total life-style. Both the Superintendent and the State Director took a bold step when in January of 1943 the program was launched with a residential counselor on the campus at the school. Although the counselor was employed by the Vocational Rehabilitation Agency and was responsible to that agency, he was housed in office space provided by the school on the campus. To further closely identify the counselor with the deaf, it was arranged that he be sent his semi-monthly check from the school office so that the deaf would have visual knowledge of his affiliation with the school. This decision eventually became one of the founding principles of the success of this program because it was a channel by which the counselor gained acceptance by the deaf community.

There were other underlying reasons for integrating the Vocational Rehabilitation program into the School setting which proved to be most important to the success of the program. Since the deaf did not respond too readily to an outsider, it was soon apparent that by having a counselor on the campus he could begin learning the membership of the deaf community firsthand while at the same time the community was afforded the opportunity of learning more about their counselor. It soon became apparent that the counselor was greatly in need of much factual information about the deaf if he were to provide an appropriate, effective program leading toward their eventual rehabilitation. One of the first and perhaps more striking learning processes came when the counselor, upon arriving at his job, realized how little he knew about the world of the deaf. His ability to communicate was with pencil and pad and this he soon learned was the wrong approach. It then became necessary for the counselor to acquire a real concept of the deaf education in order for him to become qualified to render services to this group of people.

The superintendent let it be known that the counselor was earnestly seeking the help of any and all interested persons who would teach him communicative skills. One of the amazing results was the large number of students and faculty alike who volunteered their time after school hours to teach the counselor methods of total communication with the deaf. Hour after hour was spent in direct person to person instruction. Practice sessions lasted long into the night until sometimes the counselor felt as though his fingers would become paralyzed. One humorous incident occurred one day when the counselor was walking on the main street of town and, with his hand pointed downward, was finger spelling and talking to himself. A close friend approached him with the remark that people who walk and talk to themselves are oftentimes ready for the mental institution. The counselor was not deterred, however, and continued in this arduous task of learning the program of total communication in order that when a deaf person came into his office he was able to communicate with that person at the level most comfortable to the individual. This was one of the greatest achievements of the counselor and it is one recommended to all of those who would follow in a similar program in serving the deaf community.

The counselor became aware very shortly that it was necessary for him to devise ways and means to develop good relationships with the deaf community on the campus. He

attended faculty meetings and workshops as well as student body activities. It is recalled that the counselor accepted the deaf community much more readily than he was accepted by them but being the determined individual that he was he pursued this process until, over a period of several years, the gulf which existed gradually disappeared and it was then that real progress became apparent.

One of the exciting phases in the education of the counselor and which brought him closer to the deaf community was a working arrangement which was developed between the Superintendent of the School for the Deaf and the State Director of Vocational Rehabilitation. The school had no person available to contact the parents of pre-school children and acquaint them about the services available within the school. The counselor was permitted the first summer on the campus to make a planned tour throughout the state and to contact every known referral on behalf of the school. Here the counselor had a golden opportunity to meet the public firsthand. He saw the environment from which the young deaf child was to come. He met the parents and families of the child. Upon his return to the school he was able to give the Superintendent a vivid picture of many pertinent facts about the child which would be important to their child's entry into the school that fall. Then, on the opening day of school when the child and his family made their appearance, the counselor was the only one familiar to this child. Even though the child was incapable of understanding what it was all about, the child immediately attached himself to the counselor and this was the beginning of a relationship which existed throughout the entire program at the school.

After a period of years and before time and added responsibility took its toll, the counselor had the privilege of telling the story that not only did he bring the child to the school but also provided many services for the child during his school life. Then at the completion of a rehabilitation program he went on to introduce the child into successful employment.

This policy, when it was first begun, was not instituted to produce the kind of impact it eventually had upon the success of the rehabilitation program at the school. This impact was realized, however, when on one occasion many years later the counselor was placing a young lady in a government office in her home town. Her mother was present at the time of placement and she remarked to the government official that some 14 years ago the counselor called upon her regarding the entry of her child into the School for the Deaf. The mother was torn between the love for her child, ill-founded advice from friends and relatives, and the convincing statements of the counselor that if she would let the child come to the school the counselor would do his utmost to provide necessary services and perhaps some day place the child in employment in her home town. She remarked to the government official that on this date the counselor fulfilled his commitment of some 14 years ago. One cannot recommend too highly this type of relationship and it can be said that this was one of the most significant learning processes that the counselor enjoyed while he was gaining valuable experience in working with the deaf.

Before the counselor could begin his own personal educational program in working with the deaf he found it very necessary that he learn something about the group of people with whom he was destined to work. Without firsthand knowledge of almost every aspect of deafness, the counselor found it impossible to serve this group of people. Shortly after assuming his responsibilities on the campus he set about to familiarize himself with the many different approaches to the education of the deaf as this was essential to his successful growth in providing services to the deaf community. Some of the mass of information which the counselor learned over a period of several years and which he found necessary in his self-educational program is narrated here for the benefit of those younger counselors who may possibly follow along his same pathway.

The academic objectives of the Louisiana State School for the Deaf are precisely the same as those of any other public school. They are to educate deaf boys and girls to become independent, responsible and informed citizens who will be able to assume their full civic, social and business responsibilities within their respective communities upon reaching maturity. The acquisition and mastery of English in all of its forms constitutes the chief academic objective of our school. It is through the English language that all subject matter is revealed and in English that all subject matter must be learned.

A school such as ours is concerned with two types of deafness. These are "prelingual" and "postlingual." Prelingual refers to the deafness of children who are born deaf or those who have lost their hearing at one, two or three years of age through accident or illness before they learned speech and language. Postlingual refers to the deafness of children who have lost their hearing after they have learned speech and language. For the most part, our children are prelingual. Most diseases that caused deafness in the past now have vaccines and so are not nearly so prevalent as in years past.

The numerous degrees of deafness determine, to a large extent, the total educational picture of a deaf student. These vary from slightly hard of hearing to the profoundly or totally deaf child. The amount of residual hearing a child has, assuming normal intelligence and no other physical problems, will influence directly the quality of speech he learns. The more hearing, the better the speech. It will also affect his language learning.

This leads us to the educational handicap of deafness. How do we teach deaf children? The handicap of deafness is primarily limitation in language ability. We have a language which is a system of symbols to express and receive thoughts and ideas and to ask questions and receive answers. Without language we would not be where we are today. All knowledge comes from language. To be born without ability to hear is to be born without the natural ability to acquire verbal language. The miracle of your language and mine comes from our ability to hear. Hearing gives meaning to sound. Think of thunder, barking, steps of a person running or walking, eating celery, a canary singing, a bird chirping, a hawk screaming, the rustle of dry leaves, and all the noises of industry. Then, too, think of all the warning sounds that mean so much to those of us who can hear. Those of us who have it think nothing of this precious gift. You and I learned

language by hearing it literally thousands of times and repeating what we heard.

The students in our school cannot hear and so they must learn by exposure to visible stimuli. Basically, our philosophy is that in order to learn English the deaf must see it. In other words, a deaf child can learn very little that he cannot see.

For the sake of comparison, let's explore the handicaps of deafness and blindness from two viewpoints – the physical and the intellectual. The blind child cannot see and, as a result, is physically bound to a great extent because he must learn to get about by first groping in the dark and taking many tumbles before he masters the ability to take care of most of his transportation needs. On the other hand, he has a set of vocal chords that he quickly learns to control and use, if he has normal intelligence, as the basis for his communication with the unseen world about him. He learns language by repetition because he has good hearing like we do. His intellectual horizon is almost limitless. Simply stated, we can say that the blind are physically bound, but intellectually free.

The deaf person, on the other hand, is physically capable of mobility anywhere at any time with no assistance whatsoever. He can come and go as he pleases. The deaf also can be said to have normal intelligence, but what of his vocal chords and what of his hearing in regard to the learning of language? As I have stated, deafness prevents the learning of language by what you and I consider normal means. His language learning often comes late and mightly slow and lags behind his hearing friends of the same age. This learning of language is a long, tedious, and often frustrating task that challenges the most talented teachers. So again, simply stated, a deaf child can be said to be physically free and his physical world limitless, but his intellectual horizon is right up against his nose.

Both handicaps are major problems, but I am sure that you will agree that deafness is the more serious from an educational standpoint.

Let me take you back for a moment to see the world through the eyes of a prelingually deaf child, age 5 years, starting to school for the first time in his life. Let's step into his shoes and have a short, subjective look into the world about him. The first thing we realize is that he lives in a wordless world. He has no vocabulary, no words to express himself, no words with which to think, and his thought processes are nonexistent. All objects are nameless and identifiable only by their most obvious but nameless function. All printed matter becomes meaningless and purposeless. The typewriter, blackboard and telephone are both nameless and useless. Speech as perceived by the eye is seen as meaningless and almost imperceptible lip movements. The clock and calendar are likewise meaningless, for they are merely arbitrary indicators of time, which is a true abstraction. His world is timeless. Yesterday, today and tomorrow have no meaning. His little world is filled with vague and meaningless comings and goings. He has the basic needs of any person – food, shelter and clothing. He has the basic instincts of survival plus the need to belong and to be wanted. However, the one great and saving

grace is the fact that he has intellect. He has the ability to learn. This is waiting to be tapped. This is the perpetual challenge to all of us who would bring him to a full realization of his intellectual potentialities. The potential is there. The educators of the deaf really have their work cut out for them to provide him with every opportunity and the environment to achieve his maximum.

I mentioned the educational handicap of deafness. I would like to elaborate a little more on that and then briefly go into some of the other handicaps imposed by deafness that affect the job of teaching these children. The educational handicap can also be called the language handicap.

The difficulty of learning language is beyond the imagination of the general public. Many, including parents, feel that speech is the most important thing, Teach him to talk and everything is OK or give him a hearing aid and he will hear.

A deaf child's world is a concrete one. First, he must learn the names of things starting with the little world around him – mother, father, table, chair, his own name and the names of various parts of his body. Then he learns the sizes and shapes of things and then into the various colors. Then comes the simple basic sentences and the syntax right order of words in a sentence. You and I learned language and syntax by merely having ears and hearing words and sentences literally thousands of times. Syntax is probably the most difficult part of our language to learn. He must learn language artificially by means of structured language patterns that are presented visually numerous times daily and in numerous different ways to provide the motivation necessary for the most advantageous learning to take place. Then the deaf child has to learn little words like the, a, am, is, etc. These are simply memorized. Then comes words like because, if, as, so, few, etc. Then after years of slow, tedious, vocabulary building comes a rude awakening. One word can have more than one meaning. Just think of all the different items you can call to mind when I say simply, "chair" or "tables." Then think of the word "run." Visualize a boy running across the playground, water running, colors running, running into debt, running for office, Bull Run (how many of you know what that is?), and on and on. Just for the fun of it, though actually it is very serious, I looked in my unabridged dictionary under the word "run." I found it had 50 meanings as a verb and 19 meanings when used as a noun. I am not sure, but I think the prize should go to the word "set." Do you know that you can use that word in 86 different ways? If that is hard for you to comprehend, imagine the problem we have with our deaf students. Speaking of meanings, can you imagine what literal deaf students can do with such idioms as a bull in a china shop, airing your dirty linen in public, born with a silver spoon in your mouth, turning over in his grave, sweep her off her feet, or I've got a bone to pick with you?

Along with the multiplicity of meanings I would like to let you read a poem that humorously points up the immensity of the problem.

"I'll be hanged if I know, do you?
Where can a man buy a cap for his knee?
Or a key for the lock of his hair?
Can his eyes be called a school
Because there are pupils there?
In the crown of his head
What gems are found?
Who travels the bridge on his nose?
Can he use in building, the roof of his mouth?
The nails on the end of his toes?
Can the crook of his elbow be sent to jail?
If so, what did it do?
How does he sharpen his shoulder blades?
I'll be hanged if I know, do you?
Can he sit in the shade of the palm of his hand?
Or beat the drum in his ear?
Can the calf of his leg eat the corn on his toe?
If so, why not grow corn on the ear?"

Lip reading is most difficult. Even an adult who knows our language and becomes deaf has many problems with lip reading. What of the deaf child with no language? What about all the different lips on everybody, some move, some do not. Than, what about the different words that look alike on the mouth, smell, spell, clam, clamp, clap, bump, mum, pump, pup, pat, bat, mat, pad, bad, mad, man, pan, ban?

The deaf have the same natural ability and mental potential as do the hearing. It is just that they develop slower because of the countless language problems.

Reading becomes a problem for the teen-age deaf child because the books use many words he has not learned. To look up words while reading a story for pleasure, takes all the enjoyment out of it.

There is a great deal more to the problem of learning language for a deaf child but I think you can now appreciate a little of the problem this imposes. You can also begin to understand some of the complexities about the deaf which had to be learned before a realistic rehabilitation program could be undertaken, but wait, this was not all. There was more to learn as we will explain.

Let's go on to another handicap of deafness that directly involves professional people such as yourselves. This is the physical handicap of deafness. Deafness is not a visible handicap like blindness or being crippled. If you are walking down the street and see a deaf person probably the only way you will know he is deaf is if you ask him a question or attempt to start up a conversation. Speech and communication deficiencies immediately present themselves. Normal channels of communication are closed. If you

do not know the sign language or finger spelling, you will have to revert to the pad and pencil. You will probably have difficulty understanding his speech. Did you know that the learning of speech is one of the most highly skilled arts known to man? Articulation in any language, along with the ability to reason, separates us from the animal. Deaf students learn to speak many words but the average person on the street will usually have a great deal of difficulty understanding them. Here it is well to point out that the ability to learn to speak, as well as to lip read, have nothing to do with the mental ability of a deaf person.

Another handicap of deafness is the social one. Again, communication difficulties are the cause. In all of our social activities, think of the part that communication plays. It is basic and as a result the deaf tend to seek out other deaf. A comparison can be made of an American traveling in any foreign country. What a thrill it is to find another American so you can talk to him.

Language also plays a part when a deaf person unfamiliar with sign language or finger spelling finds he must resort to the pad and pencil. I am very concerned about what this deaf person writes down to express himself or answer a question. Is he using good English or is it just a bunch of words that could mean a number of things to different people. We know from experience that a totally deaf person, or one who is nearly so, cannot achieve speech to the level that you and I have achieved. In order to learn all the intricacies of speech, we must hear, at least to a large degree. For this reason, I feel it is much more important for a deaf person to be able to express himself well in writing than to experience the misinterpretation of the defective speech of a profoundly deaf person.

Another important handicap of deafness is the emotional one. Imagine the frustration of trying to tell someone something and you either do not have the words to tell it or you do not have the means to express yourself. The same frustration results in trying to understand a hearing person when you do not have the ability to hear his speech. This is one thing that you likewise will experience in your efforts to communicate with your deaf clients. You will become very frustrated many, many times trying to figure out how to get across to a deaf client. This frustration can take many forms. In our young and sometimes not so young deaf students, a temper tantrum may result. Other manifestations of this can result in other disciplinary problems. Apathy or withdrawal sometimes result from frustration. Communication is the problem.

All deaf children are really different, no two are alike. There are many reasons for differences among the deaf. Some are:

1. Intelligence.
2. Home and family environment.
3. Inherited characteristics.
4. Special abilities and talents.
5. Health.

6. Physical disabilities (multiple).
7. Cause of deafness.
8. Age of onset.
9. Amount of loss – hearing aid?
10. Acceptance of deafness by family and himself.
11. School environment.
12. Methods of instruction.

There is nothing that makes the deaf baby any different psychologically from a hearing baby. However, the environment makes the difference. The sound environment does not properly stimulate the deaf child and so this is what makes for much greater emotional problems. Another important factor in the emotional life of deaf children is the lack of understanding on the part of the general public.

The personality of a deaf child is greatly affected by his parents. Someone has said that a deaf child is really blessed if he has deaf parents. At least they understand so much more about the problem than hearing parents who have never seen a deaf person before. When a small deaf child is forced to depend upon parents who lack the ability to understand his problems, who emotionally distort and misunderstand, or who refuse to accept the facts, his situation is precarious in the extreme. Where parents lack the ability for intelligent management, the school is obliged to assume a large measure of the parent role. There are number of deaf persons who feel closer to school personnel than to their own families. However, no matter how superior the school it cannot supplant a parent's interest nor is it equipped to supply the variety of experiences and opportunities a pupil needs to develop into a socially assured individual.

Often the child finds himself bound in dependence to an emotional disorder rather than to a parent. The parent may see him as a blow to self-esteem, a punishment from above, a trial to be bravely borne. He is rejected, concealed, over-protected, or resigned to as the case may be. The major concern is to shield him from the inquisitive eyes of neighbors and find a safe blame for his deafness. The major effort is to make him into a child like other children no matter what the sacrifice. The fact that he is already a child like other children is lost to view.

Another feature that can affect a deaf person's personality is his acceptance of his handicap. A congenitally deaf person knows nothing else. He doesn't know what he is missing. This problem more frequently affects a person who has lost his hearing after learning speech and language, in teen years or even adult life.

What else of the deaf child's personality? We all know that all of our children have problems from time to time. Why do they have problems? Actually, these problems result from growing up. The majority of problems of deaf children are the same kinds of problems of any hearing child as he is growing up. But our residential school makes some problems and we must understand these problems to properly assist the students. Probably the

biggest single need of our deaf students in the dormitories is understanding. It is a hard life to live in a dormitory year after year, growing up with 350 brothers and sisters. This is why understanding is so vital. There are emotional problems that come up and they are unable to tell you about them. First, probably because they no not understand them themselves, and, secondly, they don't have the words to explain them if they did know. Here frustration enters in and anything can happen. This is why we must exercise the utmost in understanding. When a child is upset, it can reflect to a greater or lesser degree in dormitory misbehavior, disrespect, rudeness, and other actions for which he cannot account. It can also, and does to a large extent at times, affect his classroom work and behavior. Many times when a child is acting up in the classroom, picking on other children, and doing other aggressive acts, we can, with patient questioning, determine that the problem originated in the dormitory or at home.

Another serious problem, and one that you will encounter often, is that of having more than one disability – the multiply handicapped client. This is an entirely different problem. All schools for the deaf have some students who are deaf and mentally retarded, or deaf and brain damaged, or deaf and orthopedically handicapped, or deaf with cardiac problems, or deaf and cerebral palsied, or deaf with nervous disorders, or deaf and blind, and a number of other handicaps. Medical science is partly responsible for the increase in these children over previous years, because they are now saving many of these children that have previously died in infancy or early years. Your problem as well as mine is being and will be compounded by these multiply handicapped persons, and we have a great deal to learn about educating and rehabilitating these.

Deafness imposes a great loneliness on an individual. Helen Keller describes it this way: "Ours is not the silence that soothes the weary senses. It is an inhuman silence which severs and estranges. It is a silence which isolates, cruelly and completely. Hearing is the deepest, most humanizing, philosophic sense man possesses." We know there is no overnight miracle for the child who is deaf. His is a long, hard road ahead with many obstacles and pitfalls. But once he attains his goals, he stands forth as one of the educational phenomena of all times.

From what we have just said one can readily get the impression that a counselor for the deaf does not simply unlock the door in his office and begin his role in serving the deaf in his community. Perhaps the need for knowledge before attempting to serve the deaf is as great or greater than for almost any single disability that is handled by the Vocational Rehabilitation Agency. We cannot stress too much not only the need for basic knowledge of the field of deafness before beginning but at the same time stress the need for continuing learning as you develop your skills in working with this group. of people.

The education of this counselor was a slow and tedious process. He had the benefit of some of the best teachers that a counselor could have. In the first place, his physical

setting was in an environment where he was wanted by the faculty, the student body, and the parents as well. The counselor learned quite soon that his acceptance by the group was the beginning of his educational process. The principal of the school, who was a man of many years of training and experience, spent hours both day and night in teaching the counselor some of the basic fundamentals about the disability of deafness and the problems of the learning processes that were expected by individual members of the student body. The members of the faculty in their off periods spent many pleasant hours in working with the counselor to be sure that he got the right information in order that he might perform in the right manner. Hour upon hour of time was spent in classroom observations both in the academic and in the vocational fields. Here the counselor had an opportunity to experience both the teaching and the learning processes that were involved. Soon he began to feel the impact of deafness in some degree as do the children themselves for he was placed in a class where verbal communication was not possible. The counselor had to demonstrate to himself that he had mastered the language of the deaf and it was then that he felt confident that he was almost ready to begin on his job in serving the deaf in a rehabilitation setting.

The test of the counselor's education really came when without notice the principal one day told the counselor that the teacher of social studies was ill and he was asking the counselor to take over the class. It so happened that the counselor had been a major in social studies in college and knew the subject matter well. The test, however, was how well could he handle himself before a group of 10 seniors at the School for the Deaf. If anyone was ever under cross fire the counselor experienced that feeling on this date. Apparently, the counselor had done his homework well because the principal sat in the back of the class and after observing the counselor for the period gave him a pat on the back and commented that the counselor had made the grade.

It was in the spring of 1946 that one of the most significant phases of the counselor's training took place. Under joint arrangements between the Superintendent of the School and the State Director of Vocational Rehabilitation arrangements were made for Dr. Boyce Williams to spend two weeks with the counselor in Baton Rouge and to give the counselor the benefit of any instruction and advice that Dr. Williams saw fit to offer. This was one of the most memorable experiences in the career of the counselor.

When Dr. Williams appeared upon the scene the counselor found him to be quite different from the person he expected to meet. Although deaf, Dr. Williams had excellent speech. However, Dr. Williams would not permit the counselor to use the escape mechanism of verbal communication but made him rely upon his use of total communication during the two weeks' training period. Dr. Williams taught the counselor more in those two weeks than time and space will permit us to relate. When he departed for his office in Washington, the counselor realized once again that even though for the short period of time he had been in the program he had learned a lot, his two weeks with Dr. Williams proved his education had just begun.

We were in the early phase of the national emphasis upon the rehabilitation of the deaf. Few states at that time had begun to specialize. The counselor had little direction in the area of the rehabilitation of the deaf upon which to draw guidance. In the development of his program he found it almost necessary that he think through each situation very carefully. He was forced to rely upon his own resources for judgment and a course of action. The trial and error method became a very significant part of this phase of the counselor's education because there was little recorded information upon which to draw for reference.

Finally, in the fall of 1949 the first National Conference Workshop for Counselors for the Deaf was called in Washington. It is amazing to look in retrospect that at this conference there were perhaps not more than 15 counselors who were present. Here for first time the counselor had a chance to have a face-to-face interchange of ideas with other counselors many of whom were having the same experiences in their states as he was experiencing in his. This was a most productive workshop. The counselor learned from this two weeks' period new approaches to problems and opportunities of serving the deaf. He came back to his office refreshed and greatly informed and with a feeling that he had crossed the greatest barrier in his educational program and that he was about ready to really begin a program of service to the deaf in his state.

Of course, all of this time had not been spent without serving some people. The necessary mechanics of the rehabilitation process had to be mastered. Contacts had to be made. Job studies had to be initiated. Public relations had to be defined. All of these were essential to the beginning of a program of service. With the knowledge that the counselor had learned over the past few years and of the self-confidence that he had acquired through his association with a group of wonderful people, the counselor felt that he was ready to launch a program which was destined to serve many wonderful deaf people in his state.

THIRTY WONDERFUL YEARS

Chapter III

Planning with the Young Deaf Adults

Planning is the act by which the counselor assembles all of the available information about his client. Working closely with his client, he develops a course of action designed to provide all necessary services which, when completed, will make the client vocationally competent and ready to take his place in the world of work. The program which we conducted under the cooperative agreement between the Division of Vocational Rehabilitation and the Louisiana State School for the Deaf for some 25 years followed this concept with very positive results.

Planning does not necessarily mean that all of the activity takes place at any given date or time. Counselors who work with young deaf adults often must patiently go through a series of many planned situations before he reaches the crucial point of making a definitive decision on a course of action. The events which transpired in the acquisition of knowledge about the client and then utilizing this knowledge in the development of a plan of action are among the greatest responsibilities assumed by a counselor for young deaf adults. We would like to tell in this chapter how we developed our training program at the State School for the Deaf in Louisiana and then point out some of the positive developments which came as a result of this planning.

It might be well for us to define the different classifications of clients with whom we were working in this particular setting. In the first place, when we began our program at the school we felt it necessary to begin with the older students who were nearest the point of termination from the School for the Deaf. This group included primarily the senior class. As our program began to grow and as we began learning from new experiences, we began to drop the age level until we reached a lower plateau of age 16 which was to be included in our program. This took a period of several years before we were able to reach down and bring into the program this lower age group of students.

In the second place, we became increasingly involved with the dropouts who had left the School for the Deaf prior to the establishment of our rehabilitation program there. Many of these former students had not developed a definitive program while at the school and after leaving the school found themselves incapable of coping with the adult society into which they were thrust. These young deaf adults were in urgent need of help and our program was structured to provide them with the answers to their questions.

In the third place, there were those students who had already graduated from the School for the Deaf, but for various reasons found that after leaving the school, they were not able to make an adjustment to the world of work. This group of young people also were

desperately in need of the services provided through the Vocational Rehabilitation Program and it was not long before we found ourselves involved with these young people in helping to re-direct them into proper channels of training.

Finally, many students with profound hearing losses had attended either private, parochial, or public schools which were academically oriented and were not, in many cases, equipped to provide an appropriate evaluation of the needs of the deaf students. Once our program got underway, we found ourselves becoming involved more and more with this type of graduate and were being asked to give him direction in his desire to find vocational competency.

In addition, there were those persons who had become deaf in early adulthood but who had never had the experiences of a formal educational program designed for the profoundly deafened person. This small but significant group of people were unable to find services in the regular Vocational Rehabilitation Program and once it became known that specialized services for the deaf were being developed at the State School for the Deaf, referrals from all directions began coming in asking for help.

We see, therefore, that in the beginning we had a cross section of young deaf adults with whom to work. This provided us with both a challenge and an opportunity to develop a diversified program of planning, guidance and counseling, which was designed to meet the need of the individual who came to us for assistance.

Before a counselor working with young deaf adults is ready to sit down with his client and put together a composite plan, there are many things which he must learn and do if he is to do his job in keeping with the needs of the individual. This is a tremendous responsibility and it is one which the counselor cannot take lightly. We have often said that when a counselor begins to reach the point of finalizing a plan of action he must be at his best. Any mistakes he makes will have very little effect upon the counselor, but they could have a tragic bearing upon the life of the individual client. Young deaf adults who come to the counselor place implicit faith and trust in him because after all he is their counselor. When one places such confidence in a counselor, it behooves him to respond with every learning and planning technique at his command in order that the advice he gives and the plans he makes will produce positive results for his client.

For the inexperienced counselor who works with young deaf adults, it may come as a surprise to discover that differences in mentality among his clients will present many challenges. In counseling with young deaf adults the counselor will find that a deaf person with an IQ of 120 must be handled quite differently from a hearing person with the same IQ. The hearing client with the same IQ, who may have another disability, has advanced so much further in his total academic group than has the typical deaf person with an IQ of 120 that different techniques must be developed to work with this type of deaf person. A young counselor coming into the program may find this to be quite a challenge and how he learns to cope with this problem will affect his ability to provide

services to his client in keeping with his capacity. Because of many limitations imposed upon the individual by his deafness, the counselor will learn that the deaf person responds quite differently from a hearing person within the same general mental classification. Therefore, the counselor who works with young deaf adults will soon discover that the mentality level of his clients is an area deserving serious consideration as he begins to develop their individual programs.

Another area that demands the attention of the counselor when gathering information which will be used for planning purposes, is the importance of the physical stature of the individual and how it relates to the plan under consideration. In determining the vocational objective to be followed by the deaf client, the counselor must take into consideration such differences as the effect of height upon the client and the job or training program being considered. The counselor must also consider the effects that the client's weight will have upon the same objective. Some jobs for which a deaf client may be considered might require that only a tall person would be acceptable while others might determine that only persons of small stature and weight would be acceptable. To the counselor who is new in the field of working with the deaf this, at first, may not seem too significant. As the counselor becomes more familiar with the multiplicity of jobs which can be successfully held by young deaf people, he will find that these factors are very real and that they must be seriously considered before a final course of action had been agreed upon.

The inexperienced counselor who is faced with a challenge in providing planned services for young deaf adults will be surprised, as was this counselor, to find the great educational differences which exist among the deaf and the hearing person of a comparable age level. The 18 year old deaf student who has just completed his training at the School for the Deaf with an indicated tenth grade reading capacity cannot be handled in the same manner as a similar 18 year old student who comes from a public educational institution with the same functional level. (This was strange to this counselor. It was only after many frustrating experiences that he was able to cope with this situation. This is part of the learning process of the counselor.) It is also something that he must learn to cope with if he is to be able to assess the true value of the deaf client's capacity, in order to be able to plan with him in a more realistic manner.

Another factor to be considered is the large number of older deaf students terminating from a school for the deaf who are able to achieve only on a very low academic level. There are many instances of 18 and 19 year old students who terminate from schools for the deaf who, upon completing an evaluation program, function on a low elementary level. The inexperienced counselor who is not aware of this situation can be misled when he talks with his young deaf friend and is told that he finished the tenth grade in school. To many deaf persons, this may mean that he attended school for only 10 years.

A knowledge of the curriculum of the school that the client attended is basic information needed by the counselor in order to validate the functional level of his young client. Deaf

clients who have attended a state school for the deaf oftentimes function more in keeping with their true capacities than do deaf students of a similar age level who come from other educational settings where programs designed specifically for the young deaf person were not available. Furthermore, the young deaf clients who come from state schools where there are academic and vocational programs have different skills than one would normally find in the deaf client who came either from the private, parochial, or public school designed for the hearing. The counselor serving his young deaf clients, therefore, must become aware early in his contacts as to their education if he is to be successful in planning programs of service designed to fit their needs.

The differences of interest patterns among individuals is an area of consideration for the counselor in planning with the young deaf client. Young deaf people who have lived for years in the protective environment of a residential school have a difficult time developing a realistic interest pattern. They are deprived of the rich experiences of the hearing person who lives at home and grows up in a broad and diversified environment. The hearing person has an opportunity to see more of the world in which he lives and, therefore, has an opportunity to express himself more freely and more realistically about the things that he would like to do. The young deaf student, however, who lives in a protective environment on the campus of a residential school sees only the small world about him and, therefore, so many young deaf people find it difficult to express themselves on the subject of their true interests and ambitions.

What are the interests of your deaf client? Does he enjoy selecting a good book to read? Does he like athletics? Is he a person who goes by himself with very few contacts with his classmates? Does he like group activities? Does he enjoy taking a set of tools and working on his car? Does he fully understand the importance of self-determination in the development of his own interest pattern?

The answers to these questions would also give the counselor an opportunity to judge the practicality of his client and to use this information in helping guide and counsel his client toward a realistic goal. So often when asking a young deaf person what he would like to do, we get the answer, "I like to do anything." This type of person is one that would provide a counselor with many sleepless nights because few people are gifted. Experience has taught us that unless a deaf person has a true interest in whatever he is doing his success will be greatly impaired. It is important, therefore, that the young counselor for the deaf learn as much as he can in the early contacts with his client – not only about his expressed interests, but about the area in which he believes the client has realistic goals. If he can overcome this hurdle, he should be well on his way toward developing his counseling program with his client.

In our program which we developed at the School for the Deaf, we soon learned that the differences of aptitudes among the deaf presented us with an area of primary concern. Because of inexperience in the field of vocational counseling with the deaf, we soon found that these differences presented us with a real challenge. Also, we found it

difficult to assess their mental and physical capacities. This, together with expressed interests on the part of many, presented us with one of the most severe challenges which we had to overcome in the development of our program. The fact that a student stated that he was in the tenth grade did not mean very much when we began to work with him and we soon began to realize that this information was not accurate. Students would come to us with expressed interests in certain specific work areas, but then we soon found out that they lacked the necessary manipulative skills with which to render successful production.

It was at this point that we found it necessary to call upon the help of skilled outside personnel who could help us develop a program of psychological evaluation designed to give the counselor the essential information needed for a guidance and counseling program. In the formative period of our program we could not find a residential school where such a program had been undertaken and, therefore, we had no real experience on which to draw for guidance. Fortunately, our State Agency had on the staff a very competent and highly skilled psychologist whose services were made available to the counselor. This psychologist began to work with the counselor and the staff at the School for the Deaf in the development of a psychological assessment program designed to give not only the counselor, but the school as well, necessary information about the student which would be conducive to sound planning.

This psychological evaluation program was not developed overnight. Tests which were being used for the hearing had not been standardized for the deaf. Tests which were used for the hearing, because of many reasons, were not practical for the deaf. Through a period of trial and error experiences and through joint co-operation between the school staff, the counselor, and the psychologist, we finally developed a test battery which gave us the information we needed. This was a program which consumed several years of intensive planning and hard work. The end result, however, was worthy of all of the effort put forth.

As the years went by and as new students were brought into the program, time was set aside for the psychologist to come to the school where the testing program was conducted. Under the guidance of the psychologist, selected members of the school staff worked hand in hand with him to administer these selective tests and work samples. The psychologist had the benefit of all of the knowledge which the staff had to offer regarding the individual client and this made the work sampling even more significant. It brought into a testing situation the knowledge and skills of many people about a single individual. Tests were graded and evaluated by the psychologist and results were made available to both the counselor and the staff. This was a significant contribution to the program. The school was not in a position to provide psychological services. Our staff psychologist, therefore, made his findings available to the school faculty which used this information as an integral part of their yearly planning with the students in their various class settings. This team approach toward evaluating the young deaf adult developed into an exciting adventure with the end result being that

the school, the counselor, and the child received many benefits.

Another area in which the counselor for the young deaf adult should concern himself is that of the social background of his client. The counselor learned early in his program that one does not handle the deaf who come from a rural background in the same manner as one works with the deaf who have lived in the large metropolitan area. The standards of living and community relationships are so different that it requires a special knowledge of each setting in order to properly understand the deaf client. In like manner, the deaf who have been moderately self-supporting and those who come from families of reasonably comfortable incomes have different attitudes and different concepts about life than those who come from the lower levels of the economic environment. Clients who come from well-adjusted, happy homes where they are accepted and loved have different attitudes than those who come from homes with emotional problems, from broken homes, and from homes where the client finds himself on the outer perimeter of the family rather than being considered an integral part. The counselor for the deaf must do a thorough job in this area of the later stages of the case process.

All of these differences, and certainly there are others, must be explored and evaluated by the counselor before planning can be undertaken. To the experienced counselor, evaluating, recognizing, and putting these differences in proper perspective is more or less routine. To the young and inexperienced counselor these differences become most significant and demand of him the best case work within his capacity if he is to provide guidance and counseling with his client in keeping with the client's basic needs. The manner in which the young counselor explores, recognizes, and evaluates the varied differences between the individual clients will determine to a large extent the success the counselor will have in the development of a plan of action.

For the young deaf adult who is just preparing to sever his associations with the School for the Deaf the lack of job information and work experience are perhaps two of the greatest obstacles he must overcome. The young deaf adult as compared with the hearing of similar age has lived most of his life in a residential school in which he did not have the opportunity of work experience during his formative years as did his hearing brother or sister. You and I, as young maturing students who lived as a part of our families, had a great advantage over our deaf brothers. We lived in what we like to call a normal home situation. Living as we did in our home community we had the advantage of learning how to work and we gained many experiences which helped us in our normal growth pattern.

These experiences were denied the deaf who lived in a residential school not because the school did not want to expose the deaf student to work experience but basically because the situation did not make it possible for these necessary activities to be pursued. The young deaf adult never enjoyed the experience of being a paper boy in a rural community or running a paper route in a metropolitan area. Few of the deaf ever had a chance as a youngster to get a shoe shine box and on Saturdays become a businessman and earn a

little money as a work incentive. I suppose there are few deaf who ever had a chance to work in an icehouse and sell ice from a truck. How many deaf do you know who ever worked in a gravel pit, shoveled sawdust around a sawmill, delivered groceries for the community stores, or worked as a bag boy during his spare time? Experience that the deaf fail to gain from doing these and other types of work assignments which were denied them are advantages which enabled you and me to make a better adjustment to our environment. The young counselor coming into the field of work with the deaf needs to learn of these differences in the growing up processes because this lack of experience on the part of the deaf will present the counselor with challenges which could be significant factors in the success of the plan which he develops with the client.

Because of lack of work experience, the young deaf adult has not learned many of the essentials which are conducive to a successful adjustment to his new environment away from the school. In many instances he would not consider his vocational program in the school as significant a learning process as he would his assignments in the academic field. Many young deaf look upon their vocational assignment as an unwanted chore. Some even think of it as work without compensation. Many of them say that they are assigned tasks in which they perform services for faculty members and other adult personnel for which they derive no compensation and this develops a negative response on the part of these students. Because of this and because they are not properly motivated in a true learning situation, they fail to see the necessity of putting forth their best effort in order to develop a skill and true excellence in these given assignments. In many instances if the student does not apply himself in these vocational assignments with proper expediency and accuracy he is not prodded in an appropriate manner. Many students are permitted to waste their time and hence develop slow and undesirable working habits without any serious action being taken. After all, the student knows that he cannot be fired. Why should he put forth too much effort when he is seemingly getting no remuneration in return for these efforts? Certainly, the school personnel will call his attention to his mistakes and from time to time he may be urged to change his ways but, since this is work, he does not feel the need of doing his best. It has been our experience that the young students fail to recognize the necessity of considering their vocational training in the same category as they do their academic training. Many of the students are not given the proper orientation to the field of vocational evaluation when they initially enter this phase of the training and this perhaps accounts for the lack of initiative and the undesirable work habits which students learn in this phase of their school assignments.

If a student has been given a job assignment and it takes him much longer to complete it than normally would be required, very seldom will any punitive action be taken. The same is true for understanding the need for sustained effort. The need for giving his job his very best has not been drilled into him as is the need of doing his best in arithmetic. It is no wonder, therefore, that many of the young deaf adults become frustrated, bewildered, and feel alone in the very beginning of their first encounter with an adult society because of the negative experiences that many of them learned while a student

in their respective residential schools. The young counselor must become aware of these situations while he is working with his client in guidance and counseling sessions. Because of his contact with the world of work and because he knows the demands of the labor market, it becomes his primary responsibility to see to it that these weaknesses which are evident in many young deaf adults are called to the attention of both the client and the faculty members. To fail to recognize these weaknesses and to fail to take positive action will almost certainly insure failure for the client and the counselor when the client must make that inevitable break and present himself at the employment office at some future date. If the counselor will become involved in the classroom settings of the client and develop proper rapport with the respective faculty members, he can provide the school and the student with some very constructive information which in the long run will build a better potential placement for tomorrow.

In keeping with this general thought, the counselor learned many years ago that unrealistic goals on the part of young deaf adults affected their adjustments to not only school training programs but also their eventual adjustment to an adult society. How many times have you had your young deaf client who possesses no well-defined skill come into your office and consider only the job opportunity where well-developed skills are essential? How many times has a young girl approached you stating that the only job she wants is that of a computer programmer in a bank? A look at her credentials reveals that she is 18 years of age, functions on a fourth-grade level, has been in typing for one year, knows absolutely nothing about the requirements of a programmer, but perhaps most significant of all has a hearing sister who is fulfilling this job quite successfully.

In like manner the parents of young deaf adults present the counselor with just as many abstacles in trying to plan realistically with their clients as do the clients themselves. How many times have you been instructed by parents that the only job they want for their son is that of a teletype setter and that they will not consider anything else? A look at the record will indicate that the father is a teletype setter, that his son is 18 years old, functions on a third-grade level, has limited vision, poor manipulative skills, and very limited use of the English language.

The task of the counselor is made very difficult in trying to be realistic in his approach to the final determination of an objective for his client. When he is faced with the necessity of being honest and frank with both client and parents and in many instances, with members of the faculty, he may find himself working under very adverse circumstances. To give in to the client or the parents with unrealistic goals will only assure failure. To give the true facts to the interested parties in like manner will present many complications. For the counselor, who must face the employer time and time again, it is wiser that he make this decision based upon the known facts, and that he be honest and straightforward with all parties concerned at the appropriate time in the counseling process. Better that he alienate the parents and disappoint an inexperienced student than to give in, because the end result of not doing so will be disastrous to him and will

affect him for many years to come. The better the counselor understands his client and the family, the easier it will be to counsel and to advise all parties concerned in the final planning process.

The passive attitude of many young deaf adults further complicates the work of the young, inexperienced counselor in planning with his client. The young deaf adult has a good grounding in the philosophy that "the world owes me a living." We learned early in our program the real meaning of this situation. Living in a residential school, as many of our clients do, they learn very early that everything is free. They get free tickets to the circus, free passes to the university football games, and tickets to all kinds of entertainment. Civic and social clubs smother them with love, affection, and gifts.

For all of these blessings they have little responsibility. They don't have to sweep the floor, wash and dry dishes, milk the cow, or mow the lawn before they go to school in the morning. They don't have to hoe in the garden or mend a fence or do any chores in the evening around the house before supper. They don't have to work to earn money for the extra pleasures which they wish to enjoy. It is no wonder, therefore, that with such a thorough grounding in the spirit of free giving without responsibility they leave the school and become members of a tax-paying society only to learn that they have lived in the false world of fantasy. They become frustrated, confused, and disillusioned.

The counselor who is learning to deal with his deaf clients should build a relationship with his client which will prepare him to accept the real responsibility of a normal adult. It is the counselor's job to teach the client what is expected of him when he becomes a member of an adult society. He must teach his client that in order to receive one must give and that in an adult society receiving and giving go hand in hand. These are some of the real problems that the young counselor must learn. The skill with which he handles these problems will determine his success in his total planning program.

In working with his client in the school setting, the counselor followed the same mechanics of case development as in the regular rehabilitation setting. The few exceptions were brought into this program by virtue of the fact that we were dealing with a young client with very severe communicative skill limitations who was living in a residential setting. Otherwise, the same processes which were used in the general program were adapted and adjusted to our program at the School for the Deaf.

The counselor at the school, once the program had gotten underway, would initiate a case very shortly after the 16th birthday. Of course, the counselor, having been on the campus for a number of years, was no stranger to this client. In many instances, it was the counselor who first visited in the client's home on behalf of the school and, since the client enrolled at the age of six, it had been the counselor's privilege to watch the client grow and mature. At the same time, the counselor had continued to maintain a close relationship with the family and relatives of the client. At the beginning of school

in September and at the closing in May, the counselor was very much in demand by members of the client's family, particularly so when the client began to reach the time of departure from the school. Parents became aware of what the counselor had done during the preceding years both with students still on the campus and those who had terminated previously. Through the medium of the school publication the counselor was privileged to provide a monthly statement about new and exciting opportunities that were being developed in our growing and expanding Vocational Rehabilitation Program at the school. Parents read this magazine. Through this medium they saw the success that had been achieved with other students. They soon learned to expect that because the counselor had been fair and honest in his dealings with others then they could expect the same consideration from him with regards to their own offspring. Relationships thus developed enriched the counselor's opportunities and made it possible for him to do a more thorough job in his case development.

As we look back, we have many pleasant memories of experiences which at the time did not seem too meaningful but which today are most significant. We remember the 16 year old student who had come into the counselor's office and proudly stated that he had passed his 16th birthday and was ready to apply for his social security number. He wanted the counselor to map out with him a realistic vocational objective. We remember the family who came into the counselor's office at the beginning of school and remind the counselor that their child would be graduating next May. They wanted a report from the counselor as to what action he had taken toward formulating a plan and furthermore wanted to be assured that their child would have positive action taken to assure him of a realistic place in society.

We also remember the family, in fact the many families, who would crowd around the counselor at graduation time and get final instructions from the counselor as to what the final plans were. We remember the numbers of students who would come to the counselor just prior to graduation for reassurances that all necessary steps had been taken toward the final commitment of their plan once they had terminated with the school. These relationships which the counselor built over a period of years beginning, in many instances, in the home at the age of six and including a constant working relationship with the school, the family, and the client, were the key to the success of this exciting program which for a period of some 25 years served so many clients from the residential school for the deaf.

Throughout the program the counselor developed a relationship with the school that was most essential to the success of his planning program. The counselor had the full support of the entire school faculty, the superintendent, the principal, the faculty members, the house parents, the dietician, the school nurse, the athletic director, and even the classified civil service personnel. Inasmuch as the client was a student on the campus, the counselor never lost sight of the fact that the school had prime responsibility to this client. The counselor would never undertake any definitive action unless it had been cleared with the appropriate school personnel. In some instances, this involved only a talk with the

classroom teacher. In other cases, it involved a discussion with the principal. Then, there were those complicated situations which required conferences. These conferences oftentimes involved many disciplines from the school and even reached into the families of the clients. After all, the counselor could not afford not to take these people into his confidence. We were in a team approach to working with the student and the team varied depending upon the particular situation.

Before a definite plan was completed, conferences were held with the student, with the interested faculty member, with the principal and, occasionally, the superintendent in order that the counselor could be assured of the combined support of these key people. Then, the counselor never failed to take into account the fact that the student was still responsible to his family. No plan was ever finalized without the consent and approval of the family for without this consent the counselor had no legitimate justification for taking any positive action.

Because our team functioned so well, the counselor had access to information which proved to be very essential and which we felt necessary for us to do an adequate job. The counselor was given freedom of the campus by the superintendent, the principal, and the faculty. Of course, the counselor used good judgment in the way in which he used this freedom. Many were the days when the counselor would plan his work schedule in order to observe the student in a class situation, both academic and vocational. The counselor was at liberty to discuss the student's situation with the interested faculty members at any appropriate time or place. School records in all situations were open to the counselor so that he could keep a running data chart on the movement of the student from one learning environment to another. The counselor was appointed by the superintendent as a member of the vocational evaluation team. This gave the counselor a great opportunity to work hand in hand with the vocational faculty in helping steer the movement of the student. Through the privilege of meeting with the vocational faculty in their monthly, semi-annual and annual student evaluation sessions he had the same privileges of expressing his opinion as did the individual teacher.

This was a further cementing of working relationships between the school and the counselor. It made our team approach to working with the young deaf adult something very realistic. In many instances the counselor would bring back to the faculty new developments in certain vocational fields which were not recognized by the faculty member. In this manner we could oftentimes combine forces in updating the vocational programs to the benefit of a particular student. Such a relationship as this gave the counselor an insight into the needs of the client so that he was able to render a real service in the final planning phases with the individual. One cannot over-emphasize the importance of the true team approach to working in a planning session for the young deaf client.

The investigation into the varied aspects of the client's program did not follow a prescribed direction. Many times the counselor would complete a portion of the investigation process on the campus, then would go into the field and complete it through personal

contacts. In many instances, the counselor would have to rely upon co-workers who lived at some distant point but who, because of their location and their particular knowledge, were able to provide adequate investigation to fulfill the need of the counselor.

When all of the facts of the case had been accumulated and evaluated, the counselor was ready to begin the development of the final plan of action which would provide essential services for the individual student. In many instances, the plan would provide for physical restoration services as dictated by the medical work-up and these were done in keeping with the client's eligibility for such services as dictated by the state plan.

Some plans called for continued training in certain specific areas on the campus and a continuation of their training in a formal setting after being terminated from the school. Some provided for a combination of these services. One of the interesting developments of our program was the "on-the-job training" program which we developed in the early phases of our program at the school.

In those early days we did not have the benefit of acceptance by the sophisticated trade schools designed for the hearing. We did not have the evaluation programs and work adjustment centers which are so numerous in this later time. For those of us who were pioneering this dynamic program we found it necessary to reach out into the world of industry and to develop " on-the-job training" programs for qualified students if we were to broaden their concept of the enormous number of jobs for which the deaf people had demonstrated capacities to perform. As we look back in retrospect, this was one of the most fascinating phases of our total program of rehabilitation at the School for the Deaf. There were so many learning experiences which were gained by the young deaf adult through this radical departure of training opportunities for our deaf students.

The counselor developed an ideal working relationship with the U. S. Employment Service throughout the state but particularly in Baton Rouge where the School for the Deaf is located. Also, the counselor had been very active in civic work and he had made friends with many of the important industrialists, employers and personnel officials in the greater metropolitan Baton Rouge area. Once the counselor had determined the course of action which a specific case indicated, either in the senior or junior year with the consent of all parties concerned, the counselor made a concerted effort to develop on the job training programs for many students in areas not offered in the vocational program at the school.

We even found employment opportunities for students who had had experience in specific training programs at the school. Through this manifold program we enriched the job offerings to our students. We gave them an opportunity to take a long, hard look at the multiplicity of job offers available to them and they soon learned with great delight that their horizon was broader than the five or six specific trades that were

offered at the school. We remember many students who would come to us at an appropriate point in their case process and express deep concern about their desire to take adjustment training in an actual work setting. They were extremely eager to begin to assume the responsibilities which we had taught them in the earlier phases of their guidance program. This was a most exciting and rewarding experience not only for the counselor but for the client, the parents, the faculty, and the specific employer.

When a plan of action had been finalized and the counselor had made all arrangements, he would go with the client to assist him in the formal application for a position. This was done even though the counselor may have already worked out an agreement with the specific business but this fact was withheld from the client for there was a learning process to be experienced in his going through the normal channels of getting an employment opportunity. Once the application had been completed, the counselor would accompany the client for the employment interview. If a job try-out was requested, the counselor would remain with him throughout the entire trial period. A young deaf client needs the reassurance that the counselor can provide. He needs the interpretative skills that a counselor can offer him when instructions are being given out. He needs to have the services of a counselor when an unknown mistake has been made as well as he needs a pat on the back when success has been achieved.

Many were the times when young students at the school would enter into a work situation and the counselor spend a portion or even an entire day with them on their new on-the-job training program. The counselor would make it his responsibility to meet the student at the school and go with him by whatever means of transportation was required to teach him the necessity of punctuality of timing and in learning the prescribed route to be followed. The mechanics of the clock were taught on the first day. The counselor would remain with the client in some instances for only a portion of a day to as much as the major part of a week before leaving the individual on his own resources. Because of individual differences, some students would adjust more readily to an employment situation than others. Realizing that the success of the placement depended to a great degree upon the supportive services of the counselor, he continued to remain very active in the situation until, in his opinion, the adjustment had been made and the counselor could easily and gradually withdraw from this phase of the training program.

Follow-up and supervisory contacts were made at regular intervals depending upon the individual situation. In many instances the counselor would take another staff member with him on the initial placement or else in a follow-up contact. This served a dual purpose. There were other situations where the counselor felt the need of the technical skill of the staff member in helping the client to master the complexities of his new employment situation. Only the involved staff member could really help the counselor provide this essential service. Secondly, in a follow-up situation this gave the staff member an opportunity to note the progress of his former student. The staff member learned a great deal about new and important concepts of the field of employment and helped him to place a real sense of value on his skill as a teacher. The staff member, therefore,

not only helped the counselor in his work adjustment program but he also helped his individual client. Perhaps even more important, he brought back to his class newfound knowledge which he could use very skillfully in working with other young clients who eagerly were looking forward to the day when they too could take that step into the field of work.

When pay day came, the counselor had another exciting experience when he would go with the client to a local bank and help the client begin his first experience in the field of banking. Clients were introduced to the bank officials and taught the services that a bank has to offer to him as a young adult. Both checking and savings accounts were opened up in the name of the client and here he began to learn one of the most important things that he would ever know, namely, how to handle his money and to budget his finances.

As the years rolled by and as this program began to grow, other rehabilitation counselors throughout the country learned of our experiences through the medium of the press. We feel, because of our pioneer experiences in this phase of the program, that we had some positive effects upon the lives of many young deaf adults not only in our own state but in other states as well.

The rewards which came from such a program were truly great. Records show that of the large number of students who took their initial work programs in Baton Rouge while still students at the school, many retained their permanent employment with the same firm after the date of graduation. Many employers became so impressed with the benefits of this program that we began to receive inquiries from many segments of the world of work asking for our participation in a program with their particular enterprises.

It is so gratifying to recall that many students would be given a day off to participate in graduation at the School for the Deaf, moving into new living accommodations which the counselor had found for them and then continue the next day as a full-fledged member of the work force of a particular firm or company. When one can provide guidance and counseling which will result in such a planned program, then he is providing an essential service to his young deaf adult client. When one can engineer a program which can take an inexperienced but qualified young deaf person and through a team approach provide him with all the necessary services so that he can gradually make a transition from living in a residential school to a successful adjustment to an adult society, he can take pride in having done his job quite well.

I suppose we could conclude this segment of this narrative by citing an example of the situation we found facing us the last year this counselor conducted the program before being assigned to a new position. On the 30th of June of that year, approximately five weeks after the doors had closed at the school and everyone had gone home for a summer vacation, except those who were on a 12-months basis, the counselor was called to the superintendent's office and given a challenging assignment. It seemed that the

State Board of Education, under which the State School for the Deaf operates, was interested in the accomplishments of our program on that campus. The counselor was requested by the superintendent to give him a detailed report on what we had done with the seniors in that graduating class.

We recall the report showed that of the more than 30 students who had been terminated the latter part of May the following facts could be reported: The counselor, through working as a part of a well-defined team, had been successful in developing a rehabilitation plan for every individual member of that graduating class. Those students who were qualified had taken the entrance examination to Gallaudet College. A plan had already been completed and both the student and the college had been advised as to what part the counselor would be permitted to play in the post-secondary educational program for those students. Secondly, for those students who had demonstrated capacity and interest, a plan for their continued training in one of the vocational and technical schools in our state had been worked out and the student, the school, and the family had been advised as to what each could expect from the counselor. Third, the largest number of this particular graduating class were those who had had the benefit of on-the-job training while they were still under the direction of the School for the Deaf. We were able to tell the State Board in this report that everyone of these students who had gone through the work adjustment program had been employed by the industry that had trained him and on that particular date was gainfully employed on a full-time basis. Not one individual student in this graduating class left the school without a definite commitment having been made for his immediate future.

Situations of this type do not develop over night. They require long hours of hard work, intensive planning, and the skillful use of the knowledge and the talents of many people. Situations of this type require that personal jealousies be cast aside and that one make himself truly a member of the team.

When one is able over the years to build a team with this concept in mind, then the team can provide the necessary services for the individual student so that everything possible can be provided to enable him to find his place in an ever-increasingly complex society. When it comes to taking credit for a job well done, there is one thing that we learned early in this game. If one functions in his chosen role as a member of the team and performs his responsibilities to the best of his ability, when it comes time for credit to be distributed he will find that there is enough credit to be shared by all. Truly, we believe that during this period of time we developed a program of guidance and counseling in our state that made a significant contribution to the rehabilitation of the young deaf adults.

Chapter IV

Placement of Young Deaf Adults

All that we have done to date in the way of program development and counselor preparation has been leading up to the climax of the rehabilitation process, namely, placing our client in a productive employment situation. This is the ultimate goal of Vocational Rehabilitation. Unless we are successful in achieving this goal, then we have failed in the most important step in the long and tedious task of providing rehabilitation services to our deaf client. To fail in this tremendously important step oftentimes may have such an adverse effect upon the client that it would erase most, if not all, of the good that we had accomplished to this point. Placement of the deaf in productive employment demands that the counselor perform at his very best. Anything which he does may lead to failure or to success in the life of that person who has placed his trust and confidence in the counselor.

The achievement of employment by a young deaf adult may be accomplished by several methods. In the first place, our young deaf client may already have secured employment but in the course of events has come to realize that he needs some additional services from Vocational Rehabilitation if he is to retain this employment.

Our client who has already found his own employment may possibly discover that even though he had the capacity to perform on the job he was not adequately trained in order to maintain his position. Perhaps the plant personnel manager saw in this individual the true potentials of a capable employee but did not have the available training facilities in order to bring his skills up to the minimum essential level for successful achievement. Recognizing the potential skills of the client, both parties agreed on a program of training so that the client could continue his position of productivity with the company. The client may have applied to Vocational Rehabilitation for this specific service. The counselor has a direct responsibility in cases of this type. He is responsible for trying to assist the client in eliminating this obstacle which presents a barrier to success.

Many young deaf adults who first encountered the almost endless number of problems when adjusting to the world of adulthood find their own employment but very shortly thereafter are aware of the fact that they are desperately in need of guidance and counseling if they are to continue. There are few companies properly equipped with personnel capable of giving guidance and counseling to young deaf adults. It is here that the counselor must assume a leading role. Guidance and counseling are two of the most essential services provided by Vocational Rehabilitation. It is so important to our young deaf adults that they have these services available in their adjustment

to the world of work. This is a legitimate service of our agency and countless numbers of young deaf adults can be saved in their chosen field of employment if these services are recognized at the proper time and provided in the appropriate manner.

Clients who find their own employment oftentimes are very fortunate in locating a job in keeping with their placement needs and their indicated potentials. They gain a lot of personal satisfaction from this individual initiative. There are those clients among this group, however, who are not quite ready to make it entirely on their own. When these clients or their employers recognize that there are some specific services required in order to help the client continue his job, then Vocational Rehabilitation should be prepared to step in and provide every service possible to make this job situation successful. We have found that it is much more advisable to provide a few essential services to assist a client in retaining a job rather than to deny these services and then find ourselves starting all over again – except that this time we have to overcome the drawbacks of failure.

In the second place, after all Vocational Rehabilitation services have been completed for an individual, we may find that this person wishes to assume responsibility for locating his own employment. There are some people who accept the assistance of a counselor or a state or federal employment agency in making employer contacts, while at the same time, there are many who prefer to go it by themselves. In cases of this type the counselor has a real responsibility to the client. If the counselor is convinced that the client is a mature, well-trained individual, then he is safe in advising him that this is an appropriate procedure to follow. On the other hand, should all of the facts in the case indicate that the client is not using good judgment, then it becomes the responsibility of the counselor to advise with him and his family the anticipated action. Young deaf adults just out of school often have an inflated opinion of their skills and feel as though they are completely prepared to meet the demands of our society. The alert counselor will know his client so well that he will be able to advise very strongly on the desired course of action. Should he concur in the client's desire to make the initial step on his own, then the counselor should be prepared to wait in the corridor and give him all the supportive help he can. There are occasions when it becomes the counselor's unhappy task to advise the client against such independent actions, especially when the counselor is so well-informed that he can see only disaster ahead. In either method of approach to the problem, the counselor must always assume his responsible role and advise the client on the appropriate course of action.

The counselor may feel so confident of the client's capacity to handle himself that he will elect to refer the client to a specific job. This happens quite frequently when clients mature very early and when they have been able to grasp the full significance of their training program. Counselors often have such well-developed public relations that their recommendations are accepted by many plant personnel officers. Under these circumstances the counselor has an important role to play. In order to assure

success, the counselor must supply the company with pertinent information about the client even before the client makes his initial contact. This affords the personnel officer an opportunity to become aware of the client's strength and weakness and he can take action to properly fit the client into his organization. Counselors who maintain proper relationships with such companies cannot afford to conceal any information from the personnel officer for this can often lead to tragic mistakes which will have a lasting effect upon the relationships between the counselor and the company.

With the proper preparation on the part of the counselor before the date of the client-company contact, the client then will make his contact under more favorable circumstances and the chances of success are multiplied. Young deaf adults, even though well-trained and with great confidence, still face many adversities in their entry into employment. They need all the resources at their command to assure desirable results. Although the counselor may have anticipated almost every conceivable situation, there are times when he may have overlooked something essential. Therefore, when letting the client make his own contact, the counselor must remain in the corridor prepared to follow through at the appropriate time should his services be necessary. Clients do find their own jobs and can become very successful. It is the responsibility of the counselor to decide when intervention is appropriate and then follow through.

In other cases the counselor may elect to develop placement for the client. This is perhaps the most important, most effective and, certainly the most rewarding to the counselor of any of the methods that we have discussed thus far. It is very easy for a counselor to smugly sit back in his comfortable office, give a client the names and addresses of some companies, and tell him to go out and make his own contacts but be sure to let the counselor know when he gets a job so that the counselor can record a closure. The direct method of placement, however, is one which requires that the counselor be at his best at all times and is one that requires the most energy, the most knowledge and the greatest time investment on the part of the counselor. This method requires that the counselor have the greatest possible library of information about the world of work and what it offers his young applicant.

This is a truly satisfying activity for the counselor – to have a direct hand in the placement of his client. In this method, as the counselor works with the client, he learns firsthand about the diversity of jobs in an ever-increasing variety of work situations. This storehouse of knowledge will help him as he works with other clients on future assignments. Placing a client in employment permits the counselor to personally share in the success of his deaf client. Many have been the times when we followed this procedure and had the heartwarming experience of personally observing a young deaf person discover his first achievement in the world of work. Watching his facial expressions, and observing the enthusiasm generated by his success, provides the counselor with a degree of happiness and pride in his work that

cannot be achieved in any other way. Very few of us are capable of going it alone. When the counselor takes the position that he wants to be a part of the client's placement efforts, this team approach is Vocational Rehabilitation in its finest hour.

Regardless of what method the counselor chooses to follow in the development of an employment opportunity for his client, he has a very important responsibility. One does not simply take a client and tell him that 'today we are going to go look for a job for you.' Much preparation has to be done on the part of the counselor before this vital step is taken or else the counselor may commit a grave mistake, with tragic results.

The counselor must have a basic knowledge of his client before he can counsel with him about employment. He must know who his client is and by this we mean the entire person. The counselor must know what his client has done. This does not mean to know just a little bit about one phase of the client's background, but all of the components which go to make up the client as an individual. The counselor must know what the client has done in the way of past work history. The knowledge of how well the client did his job or jobs will reinforce the counselor in guiding the client toward a new activity. Has his client been a constant or a sporadic producer? Has he learned about the role of being a consumer? These traits are quite revealing to the counselor and will help him in drawing positive conclusions about the client's future course of action. How stable was his client in the past and was the client aware of his stability? Employers are concerned about the stability as well as the durability of their employees. The counselor needs this information if he is to be honest and straightforward in dealing with both the client and the prospective employer.

Knowledge of the client's education is essential because, to the experienced counselor, this will provide basic information essential to wise counseling. One needs to know in what type of educational situation the client gained his education. Clients who attended residential schools for the deaf often respond quite differently than clients who were day students. Furthermore, the characteristics of education often qre quite different for those clients who attended resident deaf schools as compared to those who attended day classes in the public schools, private schools, or parochial schools. The method of instruction and the method of communication further tell the counselor a great deal that he needs to know. The years attended and the school setting, the degree, the diploma, or certificate awarded and the rank in the class give supporting information to the counselor.

We remember incidents in which a number of students came to the counselor from schools other than the residential school in which he was working. They gave verbal statements that they had completed the tenth grade. Psychological testing and a report from their former school principal made it clear that although they had been enrolled in that school for 10 years, they functioned at a low elementary level. This

is not to criticize these clients because they may either not have known the true facts or may have been given false impressions as to their true position in the former school. What a serious mistake the counselor would have made had he taken the statements for granted and made plans for placement accordingly.

The interest of the client in his education is a point of concern for the counselor. Did the client express interest in both academic and pre-vocational subjects on an equal basis or did he show preference? Has the client made an effort to continue his education by enrollment in post-secondary educational programs or becoming involved in adult education classes? The counselor needs to get valid records on his client's educational background before giving serious consideration to any type of vocational objective and particularly employment development. The client must be able to fit into the demands of the job situation, and without good background data the counselor cannot possibly recommend the proper job environment unless he has a lot of luck. And this we seldom find.

The counselor needs to know as much as he can about the client's social and cultural background before making final preparations for the selection of a vocational objective. The client's position within the family is significant information which is very useful to the counselor. If he is an only child this will tell the counselor one set of facts. If he is a member of a large family this will let the counselor draw a different set of conclusions. The degree to which the client has been accepted as a member of the family will help the counselor to learn something about his adjustment to his environment. We have seen many young deaf adult clients who were certainly loved by their family but who were not truly accepted by them. Fortunate is the deaf client who belongs to a family that learns to communicate in language that can best be understood by the client. We have seen so many instances where clients belong to families who tend to shove them aside, ignore their questions, and oftentimes reply that 'this is none of your business.' The manner in which a client is handled by his family, brothers, sisters, and parents alike, will have a lasting effect upon his personality and total development.

These situations tell the counselor something about the temperament of the client. Clients who find themselves cast aside, discarded, and not warmly accepted by their families, often develop negative attitudes which carry over into their relationships with the adult world of work. Fortunate indeed is the client who becomes a vital part of the family circle and grows into young adulthood feeling wanted and accepted by those he loves.

We live in a period of revolt by clients against standards which have long been accepted by those of us in the older age group. Many students who are affected by hearing impairments are seemingly rebellious toward their elders, creating the so-called 'generation gap.' Young deaf students in our residential schools are often prone to become more expressive than in years gone by and we find that the generation gap

is just as important among the deaf as it is with other age groups. What effect this generation gap has had upon the student with regard to his parents and his teachers will tell a lot that the counselor needs to know. Can your client accept honest criticism, or does he reject this as he has rejected other counseling techniques? Has he continued to live and respond favorably to the social standards of his superiors or is he inclined to follow the younger crowd and present a variety of complex challenges to the way of life in which his elders were reared? Counselors need to fortify themselves with this type of information because experience has taught us that all of this will have a direct effect upon your client and the way in which he fits himself into the strange adult society into which he is about to be cast.

The geographic location from which your client has come often will affect the decisions which are to be made regarding his choice of vocation. Clients who come from a very distant rural background have different cultural patterns and, in many instances, different concepts of life than do the clients who come from large metropolitan centers. Counselors may find that they must deal with each in his own setting and that he may be making an error to switch from one to the other.

One must also consider the economic background and environment of the family from which the client comes. Has your client come from a family which has maintained a high standard of living, with good background of work and all the positive traits fround therein? Does he come from a family which may have been a victim of circumstances and was supported for long periods of time by public assistance grants? Has he been accustomed to support from a modest to high income family situation, or has he been exposed to an economic background where instability of employment and only the necessities of life were available? Young deaf adults are very easily impressed and the economic factors of their background have a dominant influence upon their approach to life's requirements.

The counselor should know at this point a great deal about the primary interest his client has regarding a prospective vocation. Is your client interested in full-time productive work which will provide him with long tenure and chances for improvement or is he only concerned with a job that would give him a few dollars so that he can move on to greener pastures? Counselors can easily become involved with employers or personnel officers when they do not know this information and this could affect the lives of other young clients with whom the counselors will be working in days to come.

Many clients are willing to start at the bottom of the ladder and work their way up, taking shift work or unhappy assignments in their stride in order to achieve the goal of success. Many clients will accept a repetitive and rather boring assignment in order to prove their ability and their capacity for promotion. Many clients strive very diligently for promotions and will accept almost any type of assignment in order to win favor with their personnel manager or their foreman. Some have broken

the apron strings of home and are willing to leave to accept employment among strangers in a far distant city.

All of these and many other points are very important to the counselor when he approaches the point of making final preparation for his client to assume a responsible job in a competitive situation. Counselors can often be fooled by clients who are not honest. We have had experiences with young deaf clients who led us to believe they would take almost any type of job situation which, in our opinion, was suited to them, only to find at the last moment after all arrangements had been completed, that they were not sincere and had no intention of following through. We have found places of employment, places for maintenance, arranged transportation, and even established a date of entry into employment only to have it cancelled at the last moment by a client who was not sincere and was not concerned with the effect this would have upon the counselor or other deaf clients. Quite naturally, this lack of sincereity and selfish attitude may have a negative effect upon future dealings with the counselor, but more importantly it may affect other deaf persons who in the future become clients of the counselor and need his help in contacting the same employers.

The personality of an individual if often hard to define. This is an area in which the counselor needs a great amount of supporting information if he is to do his job adequately. What type of person are you dealing with? Is he one who mixes well with his associates in almost all circumstances or is he one best described as a lone wolf? Is your client friendly, happy-go-lucky, one who can take a job, or is he inclined to be solemn, moody, melancholy and temperamental? Does he accept correction when he has made an error and try to learn from this correction or does he blame it on his immediate superior and rebel at these corrections? Many deaf people have a persecution complex and no matter how considerately his superior tries to administer correction, the best he can expect from the client is a negative response which sooner or later ends in tragic termination.

Is your client the extrovert and dominating type or is he contented, conforming to the standards of his environment? Is your client concerned about his welfare or is he that carefree, happy-go-lucky type of person who could not care at all about the events of the day? Knowing the personality of your client, being able to assess his anticipated reactions and response to different situations will help the counselor to do a better job of positive planning with his client.

There is hardly anthing more significant in the way of background information for the counselor than knowing the employment record of his client. Where has your client been working before coming to you for additional services from the agency and what kind of job was he doing? During the time that he was on this job, did he improve his earning capacities in a substantial manner? What type of attitude did he have toward his job? Did he enjoy his work immensely, even to the point

of getting to the job early in the morning and leaving late or was he the last to come in and the first to go out? Did he take pride in the quality as well as the quantity of work performed or was he content to let things go at the least acceptable rate? What did his employer have to say about him? Did the employer speak highly of him as a person or did he make negative comments? If your client was previously employed, there must have been a reason for his leaving that job and this information is essential. What are the reasons for your client coming to you at this particular time to seek your assistance in finding additional employment? Is he one who says that he would like a specific job in a specific plant and able to qualify his decisions or is he the type of person who will say, "I can do anything"? These varying types of persons present different challenges. The client with a mature mind and a well-defined goal often presents but small challenge. However, the client who can 'do anything' will cause the counselor to have many sleepless nights trying to solve his employment problem. Has your client shown initiative in locating employment or is he depending entirely upon you and the resources available to you? These points cannot be taken lightly by the counselor and they will have a direct influence upon him and the success he has in adjusting the client to a new work situation.

This next point we cannot stress too much. It affects the entire operation of the counselor in the area of client placement. The armchair counselor who enjoys all the comforts of his office, the use of a secretary to write letters of inquiry, and the telephone to make appointments, may not be comfortable in this type of program. In order to place your young deaf adults in work situations commensurate with their basic interests and capacities, the counselor must have a tremendous amount of knowledge about the world of work. Counselors must develop an index of industries in the area in which they operate and use this index as a reference in the development of employment for clients. Without such an index it is utterly impossible for the counselor to do the quality of work which he has agreed to perform when he accepted his own position as counselor for the deaf in his community.

An index of an industrial complex of a geographical area can take many forms. Counselors can adjust it to their own particular needs. The information contained, however, is quite standard and comprised one of the essential working tools that the counselor possesses in the development of work for his young deaf clients.

The counselor should know the significant industrial concerns that constitute the work potentials in his area. He should know where each business is and the product that it produces. He must know the key people in each plant, not only the president, the personnel manager, and the girl at the information desk but he should also know foreman and supervisors who, in reality, may become the most significant persons in the success or failure of his placements. Meeting these people by telephone or letter is almost meaningless. Experience has taught us that there is no better way to deal with the significant people in a company than to meet them eye to eye, face to face, in a person-to-person contact. Too many failures have resulted from an improperly

written letter or a telephone call made at the wrong time; whereas very few failures have occurred when one has had the opportunity to present himself and to sell his program in a personal contact. Granted, this is time consuming. It means there will be days when you will be working in the rain, snow, or heat. But you were paid to do a job, and you accepted this responsibility when you signed your contract. To go out into the field and to know your potential employer personally is the cardinal key to success in your placement program.

The nature of the products which the company manufactures points to the potential employment opportunities available for your deaf client. Not only will this tell us whether or not this is a job suitable for a female or a male, but it will also indicate to you the type of individual which may be acceptable to the personnel officer in that plant. This is another bit of factual information which is essential to the counselor as he builds up a library of factual data which is useful in his placement program.

A most significant point in your industrial index is the employment policies and practices of the various industrial complexes in your area. While personal knowledge of this important information will be a time-consuming factor for the counselor, it will enable him to be more realistic in his consideration of referrals to the company. The question of male versus female is of course an important item, closely tied in with product being manufactured. Both the educational and the physical demands of a given plant are very important bits of information useful to the counselor. It has been the practice of this counselor to make a physical-demand study of many plants in his area and to know exactly what the physical requirements are of each job in question. This information, properly catalogued, becomes a ready reference resource as the counselor looks at his client and begins to relate him to a particular job situation. A counselor should not rely too much upon memory or guesswork in the matter of physical demands. Simply becuase you have a number of companies in your area producing the same products does not mean the physical demands of specific jobs are parallel.

A simple example will point out vividly what the counselor has in mind. In the city in which the counselor had his office he had many dry cleaning establishments which had employed countless numbers of his clients in years gone by. One particularly large laundry and dry cleaning establishment had an engineering firm come in and do a job study of their plant. They could tell you exactly what each particular job called for in the way of productivity. People who would succeed at the same job in other laundries would often fail in this particular one simply because the physical demands of the jobs were different. This same situation can be duplicated many times. Therefore, it behooves the counselor to become personally familiar with the specifics of each particular business in order for him to serve both the client and the company in a dignified and intelligent manner.

The same might be said of age limitations. Some companies within your area of

operation have age requirements, both minimum and maximum, for particular jobs from which they will not deviate. Other companies doing the same type of business do not consider this to be a very signficant factor provided, of course, that the individual meets the minimum child labor law regulations and is capable of fulfilling the requirements of the job.

The need of learning as much as you can about the employer-employee relationships within a plant oftentimes will provide the key to your success. What is the attitude of the company management when the question of a union job versus an open shop comes up? This will tell the counselor a great deal. If he is an experienced counselor he will soon learn to understand that, in dealing with the company, he must deal concurrently with the appropriate union personnel who feed employees to this company. Developing a personal relationship with all parties concerned with the management of both the union and the company will either make or break the counselor in his placement program.

Your client is interested not only in the salary he can anticipate from the company, but also in the fringe benefits which are available. The offer of company-sponsored insurance for the client and his dependents is of great interest to the client and the counselor should be certain that the client knows all of the ramifications of this point when he is completing his application for employment. All of us like a vacation and our deaf clients should be informed as to how much vacation time they earn each month and when this can be taken. It is a mistake on the part of a counselor not to tell the client what he can expect about a vacation because different companies have different policies. A deaf person, without being informed, may be working under a false apprehension and when it comes time for a vacation it is possible that his company does not offer a vacation at all. This can create a problem as it has in fact with the counselor.

Another important type of fringe benefit is sick leave. Different companies maintain different policies. Your deaf client is entitled to know what this policy is right in the beginning. This does not leave any area for misunderstanding with the end result that you have a better informed and a better satisfied client as an employee.

When the young, eager, and energetic counselor has made his physical-demands study of the various companies in his area and properly catalogued them, he will be sure to refer to it in making specific referrals to a company. What kind of working conditions do you find in a particular plant? Is their employment stable or do they have a drastic turnover in personnel? When you find a company that loses 30 per cent of its employees in a 12 months' period you might do well to do a little investigating. This is not a normal situation and your client might well become a victim of that 30 per cent turnover.

Also, your survey should give you information about the continuity of production. This counselor once had a traumatic experience when a garment factory opened up in a moderately small community some 40 miles from his home office. A job-demands study of this plant revealed that there were literally dozens of jobs that could be performed by young, alert, well-trained deaf females. Both the company and the employment service contacted the counselor and both were greatly enthused at the prospect of using young deaf females as power machine operators. We thought that we were taking advantage of a golden opportunity for some of our qualified young deaf ladies and we were very elated when 10 of our clients passed the qualifying examination and were called in for employment.

Our troubles had not really begun. First of all, we had to find living accommodations for our clients in this sleepy little community of some 2,000 population. Since this community had no public transportation, we had to arrange for transportation with friends or co-workers which really did not make any great problem. Our clients learned their responsibilities perhaps more rapidly than did their hearing co-workers. So well did they do their jobs that this program was written up in many of the trade journals of the day.

After the company got into production they ran into an unforeseen economic situation and were not disposing of as much of their finished product as had been anticipated. The counselor discovered he was faced with a problem of what to do with these young ladies who found themselves working some weeks 40 hours, some weeks 30 hours, and some weeks not at all. After struggling with this situation to the point of frustration we finally had to give it up. Today, the same company operates on about the same basis but experience taught them that they had to use local employees who had a place to live even though the plant may not be operating at full capacity. This was a learning experience which taught the counselor a great deal but it was not a happy situation because unwittingly a number of his clients became involved and got hurt. Therefore, other counselors might take a warning from this experience and protect themselves.

We mentioned earlier the physical-demands index of plants. As you become familiar with the employment in a plant, you learn something about the type of client who will be acceptable to this company. There are some companies where you can place the deaf-blind. There are others who will take the deaf with limited vision. There are still others where you find it almost impossible for them to take a deaf person even if all other physical capacities are normal. Knowing each company and its personnel will be of great help to you in estimating your chances of success with your referrals.

There are other factors of which you may wish to make mental note. Will your employer consider a deaf person with normal physical capacities or will he require a person who has a hearing loss but who can communicate verbally? Are there jobs

where you deaf client can perform as a wheelchair patient? Will they take your deaf client who has the additional disability of using an artificial limg? Many companies have a multitude of jobs where the mentally retarded, the slow learner and the academically retarded deaf client can perform very adequately; whereas other companies, because of the nature of their organization, require deaf persons with very keen intellect and a high degree of academic achievement.

The counselor should become familiar with the question of physical examinations which many companies require before employment. When you find that a physical examination is required, by all means volunteer your services to accompany your client at this time. There are many questions on a physical examination form which are not properly understood by many deaf clients and in his desire to please he might respond with a yes when this answer could cost him the job opportunity. Interpreting for the examining physician throughout the examination will facilitate the procedure and the counselor will make a friend of the doctor by providing this highly skillful service. This counselor has followed this procedure for some 30 years. He is known to many doctors throughout the state and through his personal contact in this type of situation has been able to help a lot of wonderful deaf people go through this difficult task and succeed in their employment in many different plants.

When you made your job study, one of the factors on which you made copious notes was the question of safety facilities within the plant. We have found hundreds of jobs in plants which deaf people could do quite successfully. However, before we even dared assign them to a job we had to work out the factors of personal safety. The hearing employee can hear the signal, the bell, the buzzer, or the siren, but these mean nothing to the deaf person. The flashing red light appropriately placed in his work area maybe all that is needed to call his attention to a dangerous situation. This is true not only of flashing signals in a large work area but also in the operation of a specific job. Many machines have a bell to signal certain information to the operator. It takes only a little ingenuity on the part of a plant engineer to replace this bell with a flashing light so that the deaf worker can proceed without any obstacle to his success.

The matter of moving equipment is another safety factor which must be observed and catalogued for your client's protection. We have found hundreds of jobs for our deaf clients in large areas where there is a great deal of moving equipment which cannot be heard by them. There are many ways to alter this situation. If you have moving trucks or forklifts going about in the plant, a stop signal at a crosswalk is all that is required to protect the deaf and this is easily and inexpensively installed. Where you have areas of overhead moving equipment, certainly do not have your deaf in this area. See that guard rails or guard shields are in keeping with safety standards and your deaf client will be as much protected as any other client. Show your client where first aid stations are to be found and how they may be used to the greatest advantage. These are not very complex duties but they are so

necessary if you are to be successful in placing your client in this type of industry and assure him of the personal protection to which he is entitled.

Your client should be well-instructed, once he has been employed, as to the personnel and behavior policies of the company. He should be instructed as to both the beginning and the ending hour of the day. Many companies punch time cards and to many deaf people this is a strange adventure. Time cards are not always punched in the same manner or with the same frequency in all plants and here again your deaf client should be well-instructed. We have found that many deaf forget this important activity and we have been called to a plant office on many occasions to help correct a client's time sheet because he failed to fully understand the importance of and the procedure by which a time card is handled.

Many companies work on a shift basis. All shifts do not start in one city at the same time. We know of many companies in our city where they are located in a dense area and change their shifts at an hour interval in order to alleviate traffic congestion. Also, clients who work on shifts need to understand that certain shifts have a different pay schedule from others. Some shifts require clients to work on week-ends as well as on holidays. These shifts oftentimes afford the client a better financial reward but many deaf people rebel at working on these shifts and present quite a problem until the counselor can come into the situation and do a better counseling job.

In this connection, there is a word of caution to the young counselor working with the deaf. Many deaf employees who take their coffee break or their lunch hour become so interested in conversation with one another that oftentimes they overlook the fact that the clock runs pretty fast when you have only 10 minutes for a coffee break or 30 minutes for lunch hour. Proper instruction of the client will save both of them a great deal of trouble and oftentimes disaster.

One other word of caution on this subject is that some companies will allow an employee a certain number of minutes to clean up on company time, while others do not. If a company allows its employees a 10-minute cleanup period, this does not mean 30 minutes which many deaf people will assume if they are not carefully warned. In instructing your deaf client as to the necessity of following company regulations, if you can convince him to follow his hearing companions and to obey the rules of the company, he will lessen the chances of becoming involved with the foreman.

The geographic location of the plant is an important factor in the consideration of placing certain individuals with that company. Of course, if the client has his own transportation the problem has been minimized. If he relies upon public transportation, however, then the plant should be located in close proximity to public transportation or the client will not be a very long-time employee with this company. In this modern

day of many cars, parking is a very acute problem. Therefore, you should alert your client as to the accessibility of parking facilities if he uses his own transportation.

Finally, the client should be advised as to the availability of adequate food facilities when orienting him to his job. Some large companies maintain their own cafeterias. Others use a catering service through coin operated machines. Some companies are near small neighborhood restaurants. Others, however, have no food facilities and the client must provide his own lunch. If the deaf can be instructed on these points, they will be much better adjusted and more contented employees.

From what we have said, one can easily understand that a successful counselor for the deaf must be an active counselor with a great deal of imagination, drive, determination, and must have a lot or compassion for those clients of his who do not hear. The counselor for the deaf must of necessity be a very knowledgeable person about many things. Some he can learn by reading. Some he can learn by listening. This counselor found many years ago that the best way for him to become acquainted with the industries in his neighborhood was to park his car and take a walk around the block. When one is driving a car down the street and trying to cope with the traffic he cannot possibly learn very much about the activities that are goind on behind the walls of a large complex of buildings. Park your car, gain entrance to the plant, and learn firsthand what it is all about. Then, when back in your office as you work with a particular client, you not only have a vivid picture of a specific plant and a particular job, but you also have a mental image of the layout of that plant, the key personnel, and all of the other pertinent facts. Should your memory become a little relaxed, you can always refer to your index. In this manner you can become a walking encyclopedia of the employment potentials within your area of jurisdiction, and provide the kind of services your client needs and deserves.

There are several characteristics which a counselor for the deaf must possess if he is to be a successful placement office. Counselors of the deaf must be among the best salesmen in the world. They are selling a product which in many instances cannot speak for itself. Many times the deaf client has deficiencies more severe than the deafness itself but even so he has a quality that can be sold. The test of a counselor's sales ability will be gauged by the success of his placement program, particularly of those clients who function in the lower levels of the employment ladder.

This counselor can remember many times when an official at the school would tell him that a particular student about to graduate was not employable and that he should not waste his time on this individual. To this counselor such a statement was the kind of challenge that he enjoyed accepting. The bright, intelligent, alert, well-trained client with a beaming personality could, if he had to, make his way without the help of the counselor. The other client who had been designated as unemployable is just as much a human being as the first and is entitled to the same rewards

in life regardless of his intellect. This counselor has taken pride in having worked very hard with many of these so-called unemployables still working with the same companies, having gained promotions and been upgraded. Many of those clients who supposedly did not need so much help have often become the problems that caused the counselor a lot of sleepless nights.

A good counselor who is a salesman must have a positive attitude about his client. If he does not have any faith in his client, then it is better that he take no action at all than to halfheartedly do his job because he is almost certain to fail. Put yourself in your client's position. Treat your client as you would like to be treated if the circumstances were reversed. If you will adopt this philosophy of life, you will make a good salesman and in the long run you will place many so-called unemployable clients in jobs in keeping with their basic skills.

A good counselor of the deaf will not try to do it by himself but instead will take advantage of every community resource at his command. For some 30 years this counselor was very successful in utilizing the total approach to community relations as he developed his placement program for the deaf. We do not wish to place one of these resources in a position over and above another because in their own individual way each had a significant role to play. Let us stop and say here, have no fear about credit. If you work successfully with all of these agencies in your community, you will find that there is enough credit for all concerned because by working together you achieve one common goal, namely, helping deaf individuals find their way in an increasingly complex society which is very strange and very frightening to many of them.

The State Employment Service in your community offers an excellent library of information about job, employers, and companies who are in need of help. They have much valuable information about working conditions, salaries, personnel, and all other factors essential to the counselor. We worked so well with out State Employment Service that they would call us when a job came in and give us the information so that we could consider this job for possible deaf employees. If we had a deaf person who, in our opinion, would meet the job demands, this client was taken to the State Employment Service Office, was registered, and a referral card was prepared. With this information at hand, the counselor made his contact with the company. Many times we placed our clients. What were the results? The client got a job. The employer got a qualified employee, and both the State Employment Service and Vocational Rehabilitation were credited with having provided services. This type of relationship cannot be overstressed and it is one which has to be done on a person-tp-person basis. The telephone and the typewriter must be de-emphasized in this type of relationship.

There are other agencies in your community which are also of service to you. Your State Civil Service, your local government Civil Service, and other public officials

offer wonderful opportunities for potential jobs for qualified deaf persons. Do not send your deaf person to this type of contact but instead go with him. The first impression is the most significant impression. Many deaf people for various reasons make a negative impression in their initial employment interview when unassisted. This counselor has proven without a doubt that his personal assistance in these cases has resulted in many successful placements.

The communication media in your area are a great asset as you develop your employment program. If you are successful in an area of an unusual nature, the communication media are always happy to hear about this. It only takes a few unusual placements, well publicized by the public media, to make your telephone start ringing asking for help instead of your doing all of the calling yourself.

Finally, the civic clubs in your community are made up of the people that you need to know. Get involved with a good civic club in your community. Take an active part in its activities and functions. People will know you by your actions. It is amazing how many placements we have made because of contacts made through the civic clubs in our community.

There are a few suggestions based upon our years of experience that may be of some help to those of you who are new at the game of counseling with the deaf. Do your own selling. You know your product better than anybody else. You have the interest and concern of your client at heart. It is your responsibility to sell your client's capabilities to a third party. Accept this challenge and the rewards of success will linger long in your mind. Always remember to use the telephone and the typewriter sparingly whenever you are attempting to develop a job for your client. Too many uninformed and uninterested individuals can easily tell you no on the phone or throw your letter away. We cannot stress too much the importance of maximum use of personal contact in the development of employment opportunities.

One very fascinating tool which we developed was a folio of well-documented letters together with magazine and newspaper articles about clients we had placed. If you are trying to put a client in a bank and you have a letter from a dozen banks your job is made much easier. A newspaper story or an article in a professional magazine becomes a most valuable sales asset in opening new avenues of employment for your client.

You must be prepared to have a great deal of compassion for your client. You must be prepared to go all the way in your efforts to place him. If you are in the habit of terminating your day at 4:30 when you have not finished your job, you are doing your client a disservice. If it becomes necessary for you to leave your home at an early hour or even miss a day of your week-end in order to assure your client of employment, then by all means take this additional step because the rewards will be great and your client will never forget you for what you have done for him. In due

time the word will get around. Employers will begin to recognize you as a man of outstanding character and principle. Your clients will have friends whom they can refer to you. By conducting yourself along these principles you can make yourself one of the most effective persons not only in your program but in your community as well. No greater compliment can be given to any one than to say that he had done his job well.

We have stated in the preceding paragraphs some philosophy which successful counselors for the deaf should adopt if they are to be successful in their development of a placement program for the deaf. We have also dealt at large with some fundamental principles of placement and at the same time we have attempted to give the young counselor the benefit of our experiences in preparing himself to begin a placement program. In other words, we have attempted to provide the young counselor with the proven essential tools necessary for successful placement.

In the paragraphs to follow we would like to narrate some examples of placements which we developed that will validate the foregoing information. This section is not intended to single out a particular counselor but rather it is intended to show the inexperienced counselor that if he will follow the guides that have been given him then he, too, can be successful in his placement program for the young deaf adult. One must bear in mind that even though he has a wealth of knowledge and a storehouse of information together with a lot of experience he will always find certain conditions whereby he will learn more. In this way, the young counselor becomes richer in experience through new learning processes and thus becomes a more skillful counselor.

We had an experience one time in the largest city in our state which taught us a great deal about placement of a deaf person in a large industrial comples. The company in question had one of the largest military contracts in this metropolitan area. Through years of association with this company, the counselor had been very successful in selling himself to the top management of the company including a very personal relationship with the president. We had developed such a warm relationship, in fact, that the counselor could gain entrance into the president's office almost at will.

We had an occasion to contact this company concerning the employment of a severely hard of hearing person who also had lost his vision due to infection and subsequent surgery. This client was a rather strong, tall Irishman who in his more active life had been a captain on a coastal seagoing tugboat. Even though with impaired hearing and no vision he could still splice cable as effectively as one with both hearing and vision. In the case development process, the counselor became convinced that this client possessed every positive characteristic that was required for successful placement in this company. Realizing that to get a man with this double disability employed in this particular company he would have to use every skill at his command, he started at the very top and sold the president of the company on this client's capabilities as a splicer. The president had the utmost confidence in the counselor, based on past

experiences, and in a short time picked up the phone and called the personnel office to initiate an application for the client.

The counselor accompanied the client through the personnel department and subsequently through the medical department. Having successfully overcome these obstacles the counselor was then referred to the Navy Department where the client had to undergo an actual splicing test to validate his claim that he could perform the job in question. The naval officer who administered the test was perhaps as amazed as any one else when the client in a very brief span of time spliced a large piece of cable in a most magnificent way.

With the approval of the Navy Department we returned to the personnel office at which time we were advised that we had to clear with the appropriate union. The counselor and the client made a personal contact with the appropriate union official where we received a most cordial reception. We secured a permit to be assigned to the job and once more made our way back to the personnel office for final disposition of the application. We were given proper instruction as to when the client was to begin work. He was given his identification badge and all of us were ready for his entrance into employment. At least that is what we thought.

On the day the client was to begin work, the counselor arose early and went to the client's house to accompany him by way of several bus changes to the place of employment. Starting time on that particular day was four A.M. which meant that we had to begin our day's activity somewhat earlier. Feeling very elated over the fact that we were able to place a blind and severely hard of hearing client and confident that we had done everything in proper order, we opened the door to the plant and started our way through the first day of employment.

The client showed his badge to the guard on duty. The counselor assisted the client in punching his time clock for the first time and then we proceeded to walk quite a long distance down the long open space and up a flight of stairs to the riggers loft. As we reached the head of the stairs and entered the work area where the client was to be assigned, a rather short, rugged appearing individual approached the counselor and in language very familiar to men of the sea asked the counselor who he was and for what purpose was he bringing a blind and hard of hearing person to this area.

In his most polished salesmanship the counselor attempted to bring the little man up-to-date on the preceding events and very happily told him that this client was his new employee. It happened that the person confronting the counselor was the foreman in charge of the riggers loft. He was not as compassionate toward his fellowman as was the counselor or the president of the company and he let the counselor know in rather specific language that he was not about to have a blind and hearing

impaired client in his outfit. The counselor began to use as much persuasion as possible to convince the foreman that the client was capable of doing his job and that we were coming to him with the approval of the president of the company, the personnel department, the medical team, the Navy Department, and the particular union.

Everything that the counselor said to this foreman seemed to build up a greater resentment on his part until we had almost reached the point of no return. Had my client been able to see the size of the foreman and had he been able to get his hands on him we probably would have seen a real confrontation between a large, strong Irishman and a rather small foreman. Finally, a gentleman who was seated not far from us, a Greek by nationality and a man of tremendous size, called to the foreman and told him that he was making a mistake. This gentleman told the foreman that the least he could do would be to give this new man a chance in view of the fact that everybody else concerned had accepted him as a member of the team. The foreman asked how, if he were to let my client go to work, would he go get his material to be spliced and then dispose of the material once the job was finished. My newly found Greek friend had a ready answer. He told the foreman that if my client could splice in the manner claimed that he, the Greek, would see to it that the handicapped man was supplied with materials. He further stated that he felt that my client's successful production on the job would be such a morale factor that it would offset any small amount of delay that might be caused by his disability.

After a period of several hours of nervous frustration awaiting a delayed reaction, the counselor was called into the foreman's office and was told that he was going to give the client and his Greek friend one day to prove the point. He said rather specifically that he did not want the client and that he was taking him under protest. He went so far as to say that if, after the end of the first day, the client had not done all that we said he could do and the company still insisted on keeping him, then the foreman was going to check it back to the company and leave. This was a most difficult situation for the counselor to face so early in the morning and at the same time rather early in his professional career with the deaf.

Seeing that his work was laid out for him, the counselor did what he could to help get a place for the client to work because the foreman had literally washed his hands of the whole affair. Our new friend, the Greek, told the client that they would make room for him by his side and that they would work as a team. For the rest of the day the counselor stayed close at hand offering every assistance possible in helping to relieve the tension but specifically decided to tie the whole thing together so that the foreman's apprehension would diminish by the end of the shift.

It was not long before the client adjusted himself and began to make his skills known to all concerned. The first job he did was so beautifully completed that the foreman rather hesitatingly came by and asked to take a look at it. He had no

particular comment but for the rest of the day his eyes were focused on the client. Our friend, the Greek, saw to it that the client was supplied with materials to splice and then deposited the completed product in the appropriate place. This consumed such a small amount of time that it was negligible.

Friendships were made that day that truly showed how a team can function when there is true spirit of cooperation. At the end of the shift the client wanted to talk to the foreman. This was a dreaded moment in the counselor's career because he did not quite know what the foreman's reaction was going to be. When we asked the foreman what we could expect, we were told in his typically saltwater language that one day was not a fair trial so he should report back to duty the next morning. You have never seen the smile of an Irishman so magnificent unless you could have seen the face of my client when he heard this expression. The client said goodbye to his newfound friend and we made our way home quite tired, but with a light heart because at least we felt like we had won a part of a struggle.

The next morning the counselor repeated the activities of the previous day and once again we found ourselves at the top of the stairs in the riggers loft. The same little foreman met us, but this time there was the warmest handshake I believe I have ever had from someone who just 24 hours earlier would have been happy to have disposed of both of us rather rapidly. As the days and the weeks passed into months and the months passed into years my client, the Irishman, and the little foreman became two of the finest friends one could imagine. It happened that the foreman loved to fish. He found out that my client, before losing his sight and his hearing also liked to fish. In due time they became big fishing buddies and they learned to share their experiences as seafaring men which made life much more enjoyable for both of them.

The counselor was invited one day by the president of the company to be present when his blind and hard of hearing client was to receive a special meritorious award of excellent production from the company. As the ceremonies came to an end the client pulled a surprise on the president by handing him five one-hundred dollar bills and asked the president to buy him a $500 war bond. Needless to say, this was a great day in the lives of a lot of people.

There was a learning situation for the counselor in this placement. In our desire to find employment for a severely impaired person we had overlooked perhaps the most important person in the whole chain of responsibility, namely the foreman who was to be responsible for the production of this client. After this experience this counselor always saw to it that when he was making a job inventory or developing placement for a particular client he did not stop with the president but went all the way to the foreman. He did not want to repeat the near tragedy of this experience and he learned a lesson which he never forgot.

On another case in the same city, the counselor had developed several jobs for his clients in a large factory which had a navy contract working with tarpaulins and related materials. It happened that the clients were working toward the rear of the building and in order to get to their place of work one had to walk quite a distance. One day the State Director of Vocational Rehabilitation was working with the counselor and as he had learned about the placements with this company he wanted to see what the counselor had done. Feeling quite proud of his accomplishments, the counselor very happily went with the director to the place of business and after gaining admission the counselor started walking at a rather fast pace to the area where his clients were employed. Suddenly he became aware of the fact that he was walking alone.

Turning back to see what had happened to the director he found that he was quite some distance back, walking very slowly, looking from side to side and making mental notes of what he had seen. Upon catching up with the counselor the director inquired as to how many clients we had employed in this particular company. The counselor told the director the number involved and then the director taught the counselor a lesson which he never forgot. He asked the counselor that as he walked rapidly down the aisle to his destination was he aware of the fact that there were more than 12 jobs which he had overlooked and jobs which the same clients could do very successfully.

The counselor had to admit that he was so involved with the particular jobs in question that he had not taken the time to study the whole plant job outlay. The director lectured the counselor on the need of doing a good job all the way and this was so true. Later, we were able to fill a large number of those jobs with our clients and these were the jobs which the director had found and the counselor had passed over. When a counselor is attempting to study a plant, he will do well to gain as much knowledge as possible about all the jobs rather than just a few because he may wind up in the end with more jobs than he ever anticipated. If there is a moral in this situation, it would be that a counselor should walk slowly and be observing as opposed to making a hasty, zealous approach to an employment situation.

In the southeastern part of our state we have a community which is built around one major industry, namely, a large paper mill. We had tried for years to establish some rapport with this company, but were never able to get any further than the first receptionist in the employment office. We were told that it was a policy of this company not to hire any handicapped people. We repeated our efforts many times with the same negative results.

Finally, one day we got what we hoped would be an opportunity to break the barrier into the entrance to this company. We had a very capable young deaf man who lived in this community. His family had some friends who were employees of the company. They tried to persuade the company personnel department to let us talk with them but with the same response. Finally, my deaf client's family talked to their friends who were company employees and they in turn began to discuss the situation with

the union members. The counselor received a letter one day from the secretary of the union inviting him to come to this city and talk about our past experiences with the company. We found the union official very friendly and very concerned. He was convinced that my deaf client could do a job, but since the counselor had not been inside the plant he was not in a position to say just exactly what would be available to the client. The union official volunteered his services to help us try to work out a solution to the problem. In due time we received a letter from the personnel officer of the company inviting us to come to his office for a conference.

On the appointed day the counselor drove to the city involved and at the hour allotted him was ushered into the personnel office of the plant. We were not alone, however, because in the same office was a plant superintendent as well as the chief medical consultant for the plant. The counselor knew in the beginning that the odds were against him. He was convinced, however, that he had a client and that there was a job in this company that this client could fulfill. After some lengthy discussion among the four of us in the office, the counselor was given a challenge by the plant superintendent. He was told that he would be permitted to make a job study of the plant and that he could consume as much time as he desired. The medical consultant and the chief safety engineer were told that they were to accompany the counselor and that they were to make notes on any job or jobs which the counselor would indicate that his client could perform. They were warned, however, that under no circumstances were they to confer with the counselor during the tour except to direct him over the plant.

As we left their office the counselor did so feeling the responsibility that had been given him by the company personnel. This was a case where the counselor was being challenged and, in fact, the company was saying in so many words that they did not believe the counselor knew what he was doing, but at least were going to give him a chance to either prove or disprove his beliefs.

This tour lasted for the major portion of a day. This was a long, arduous day and, although the counselor had three companions, he felt very much alone. Upon returning to the office near the close of the day the group was ushered into the superintendent's office for a conference on the events of the day. The superintendent turned to the counselor and directed him to give all of the assembled group a report on the findings and recommendations of what we had found. In reviewing his notes the counselor found he had located 18 jobs in that company where qualified deaf people could perform with the same degree of competitiveness as the hearing. After the counselor had made his detailed summation, the superintendent turned to the safety engineer and the medical consultant and asked them for their reports. One can imagine the delight which came over the counselor when he heard both these gentlemen concurred in every way in what the counselor had found.

The superintendent then turned to the counselor and asked him how many local residents would he have who were deaf and whom he would like to recommend to this company. At that time we had two young men in question. The counselor was asked to bring those young men to the company and that they were to be given the courtesy of making a formal application. In due time both clients passed all requirements for placement and were accepted for employment.

Some 14 years have passed and these two clients are still employed with the same company. They have not had a single accident. Their production is as good as any one else in the same area. Their deafness has not been a barrier to their success in employment. It is true that we placed only two clients. There is a surplus of local labor in this town and one could not logically ask them to import labor when local citizens were in need of work. One does have to commend the industry, however, for being open-minded and for giving the deaf a chance when they were proven to be wrong in their initial policy of employment of the handicapped.

The counselor learned from this experience many worthwhile things. He learned that if he knows his client well enough, then he is qualified to defend him at the personnel office. He also learned that if he knows his jobs well enough he can determine within a degree of accuracy a proper place for his client to be assigned. He also learned that in the face of serious obstacles a successful counselor has to be equal to the task. If he knows his business and is convincing in his presentation, then he can be successful where persons of weaker character would not have wanted to travel.

We learned through our cooperative relationships with the State Employment Service that a large aviation company located midway between Dallas and Fort Worth was desperately in need of some clients with certain skills, namely, clients who had good manipulative skills, good eye-hand coordination, and clients who had good mechanical aptitudes. The State Employment Service made an appointment for the counselor to have an interview with the top medical and personnel people in this plant and permission was granted for the counselor to leave the state for this important interview. After the preliminary talks the counselor was escorted to the area in which the company was interested and we agreed upon 14 jobs that we could safely say qualified deaf people could successfully fulfill.

The counselor returned to his office and then came the hard task of getting the clients' cases processed to the point where he could have the 14 clients which the company wanted to begin at one time. This required a tremendous effort on the part of the counselor and others whom he called in to assist. Finally, after we had agreed on the clients to be involved, we arranged for all of the clients, who incidentally were from different cities in the state, to convene in a city in Northwest Louisiana on a given date. All 14 kept their appointments.

We began to realize a little trouble at first, however, when some of the clients arrived

without sufficient money to buy their train tickets to Dallas. The counselor was able to make up the difference. We bought our tickets and boarded the train for the trip to Texas. A co-worker of the counselor who lived in this Northwest Louisiana city was already in Dallas and by pre-arrangement met him at the station. It took his car and several taxis to handle the group and leaving the depot we went to a residential area where the cab drivers indicated we might find a place for our clients to live. This we did in a short time and by this time the day had ended.

The next morning the 15 of us met and we caught a company bus to the plant. The personnel officer had alerted the personnel department of our arrival and so we proceeded to the routine of filling our applications and taking the required physical examinations. All 14 of our deaf clients succeeded in passing the examinations but the 14 were split up in three different eight-hour shifts. The superintendent requested that the counselor be present when the clients came in for their first shift assignment. This meant that for the next 24 hours the counselor worked around the clock with no sleep or time off from his responsibilities.

By the end of the first complete cycle the counselor was about ready for a little rest. He went back to the hotel to get a few hours of sleep and then returned to the plant for the remainder of that week. He worked long hours spending a certain amount of time on each of the shifts that day. By the end of the week the 14 clients had made as good an adjustment as one could ever anticipate.

The counselor returned to his home office in Louisiana feeling very gratified for what had transpired. For the next two or three years the counselor made periodic trips to this plant to see his clients. All of the clients were performing in a very excellent manner. After the war had ended most of the clients found work in the Dallas-Fort Worth area and only three or four returned to Louisiana. In this situation we went way beyond the call of duty in order to fulfill the needs of 14 clients as well as the needs of a large company. Our success in this effort had its impact in many ways and we are grateful for the opportunity of having been able to serve in this capacity.

In our earlier years when we were developing our program operating from the School for the Deaf we became concerned with the lack of desirable jobs for many of our female clients. Their jobs had been fairly well stereotyped. They were doing routine, repetitive work in jobs in the low income bracket and in somewhat unpleasant type of production situations. This meant that many of our better educated and more skillful deaf females were working in jobs in which they had no interest or in jobs far beneath their maximum potentials.

Many of our girls who came to us showed great potential as clerical employees but we had no place where training could be secured. We enjoyed the greatest of relationships with the superintendent and the principal at the School for the Deaf

and we were able to sell them on the idea that if they would develop a training program and would train qualified girls, then we would have only a minimum of difficulty in finding successful employment for them. The superintendent and the principal believed the counselor and in due time we developed a basic program which would implement the counselor's suggestions.

Equipment in the "typing class" at the School for the Deaf was most inadequate. The superintendent was successful in getting the State Board of Education to honor his request for the needed equipment and then we found an available teacher who was a graduate in business education and who had had a good background of work with the deaf.

For the next two years we began to send this teacher the names of our clients who were students who, based upon psychological assessments, showed that they possessed all of the characteristics of good potential clerical employees. The counselor and this teacher formed a team together with the other faculty members and we developed jointly one of the finest training programs this counselor has ever seen. Morale was high because many girls who had formerly been assigned to other types of training were now being trained in an area in keeping with the interests and where they showed good potential.

In due time, the counselor received a phone call from the president of a local bank, a member of the counselor's church and an officer in that church. He knew the counselor from past experiences and asked him to come in for a conference. The bank was having a difficult time keeping qualified young females on their jobs for long periods of time. Hardly would they get a girl trained for the job before she would leave. This meant a constant training program which was very costly. The bank president wanted to know if the counselor felt that he could place a deaf girl who might do a better job than some of his hearing girls. This was a chance which the counselor was anxiously awaiting. The counselor and the bank president, together with the personnel officer, agreed that the first job which we would attempt would be that of file clerk as this was a job to be vacated very shortly. The counselor was requested to bring the designated client to the personnel officer for an interview.

The young lady in question was a senior at the School for the Deaf. She was very attractive, very petite, very neat in appearance, and had a real aptitude for the job. Her teachers saw to it that she was appropriately dressed and we drove to the bank for the interview. As we walked toward the personnel officer's desk he started to shake his head in a negative manner. As we sat down the counselor asked why was he telling him no before we got started. The personnel office said that he like the young lady's appearance but that she was entirely too short in stature to work as a file clerk since her job would be to file checks in a four-drawer file cabinet.

All of the urging that the counselor could do had no effect upon the personnel

officer and so the counselor decided to call it quits. As we stood up to say goodbye, the counselor asked the personnel officer if he would take time to show the client the working area of the bank as she had never seen such a place of business. Politely but reluctantly he said he would do so.

We were escorted into the clerical department which was in a large room. As the counselor looked over aginst the wall where a massive number of file cabinets were placed, he saw a young lady standing on a small box filing checks. He asked the personnel officer if this was the employee who was to be replaced and he answered yes. The counselor looked the situation over and decided to take a bold step. He told the personnel officer that his client was taller than the young lady who was doing the job. The personnel officer looked at the counselor and remarked that he was very wrong that this girl was much taller and she only used the box when she filed in the top drawer toward the back of the cabinet. The counselor asked permission to measure the two girls and permission was granted. The young ladies came over at the request of the personnel officer and the two girls were introduced. Then, they were asked to stand with their backs together. The personnel officer was surprised to find that the counselor's client was about one and one-half inches taller than the young lady who was soon to leave her job. We thanked the young lady for her time and as we left the personnel officer said he wanted us to go back to his office.

He told the counselor that he was quite interested in the manner in which the counselor observed every detail of this job. He gave the counselor an application blank for the client and she was told to report to work with the counselor the following morning. Hardly had the counselor entered his office than he receive a telephone call from the personnel officer. Somewhat reluctantly he picked up the telephone expecting to hear that they had changed their minds. What had happened, however, was that the personnel officer had had a conference with the president and was authorized to tell the counselor that they either wanted two girls the next day or they would not take any. We asked the personnel officer if he wanted to see our second referral and his answer was "not at all." He would take our judgment based on what he had seen that morning.

The next morning the teacher of business education and the two young deaf ladies accompanied the counselor to the bank. We wanted the teacher to go with us as this would be a learning experience for her. She could take back into the classroom what she had experienced and could help us prepare other deaf clients for similar experiences. Also, if the teacher saw the client getting in trouble and knowing the job so well she could help us with their orientation to their work.

These two young ladies did so well in this job that at one time we had as many as 15 deaf clients working with this same banking institution. It is interesting to note that at this writing the first little girl is still employed at this bank. Her family has

grown but after each addition to the family she would return to her same employment. The president of the bank has told the counselor on many occasions that she is such an important employee that if she were to have another baby that they would have to help as a baby sitter because they consider her such an excellent worker. Most of our deaf employees have been with this bank for over 16 years. This is a record that is hard to beat.

As a result of our work with this bank, we began to get phone calls from other banks throughout the city. They were all eager to have deaf employees working for them just as we had done with this first bank. Over the years we have had deaf employees in all of the five major banks in our city which is a credit to every one who participated in this initial placement with a bank.

One of the most traumatic and far-reaching experiences in which the counselor had the privilege of participating had its beginning, of all places, at a football game. This is the story of what can happen to a counselor who has the right relationships with all parties concerned and is at the right place at the right time.

The Laboratory School located on the campus of Louisiana State University was playing the football team at the School for the Deaf. Because the son of the Governor was playing with the University Laboratory School, the Governor had gone to the School for the Deaf with a number of his official family to enjoy an afternoon of fun and relaxation to watch his son who was considered a very good athlete. As is usually the case when administrators get together even for an hour of relaxation, sooner or later the conversation will get around to the business of the operation of the various state offices. The situation at the football game was no different.

During the course of the afternoon the Superintendent of State Police, who was a guest, mentioned to the Governor that he was having a difficult time finding qualified personnel to operate the 10 IBM key punch machines which had just been installed in the Drivers License Division. This was in the fall of 1954 when the idea of the IBM machine was not as thoroughly accepted nor was it in great usage as we find it today. After some discussion the Governor remarked that some years ago when he was living in Northwest Louisiana as a private citizen he lived next door to a family who had a very fine, intelligent deaf daughter who had attended the School for the Deaf. The Governor had become very friendly with this young lady and was well-acquainted with her education and particularly with the fact that a white-haired man who was specializing in services for the deaf had come to her home and had successfully developed a job for her through the State Civil Service Commission as a clerical worker in the State Department of Hospitals.

The white-haired person to whom he made reference was the counselor. The Governor turned to the Superintendent of the School for the Deaf and in telling him the story about ths young lady remarked that if we could do this kind of job for one qualified deaf girl, perhaps the counselor and the school might be able to work out

a training program and in due time help the Superintendent of State Police in the solution of his immediate problem. The superintendent told the Governor that the School for the Deaf some years ago had developed a cooperative agreement with the Vocational Rehabilitation Division of the Department of Education and that the same person to whom the Governor referred was in charge of this program on the campus under the same cooperative agreement. The superintendent stated that he would see the counselor the first thing Monday morning and that we would do everything possible to work out a solution to the problem.

Hardly had the counselor reached his office Monday morning when he was summoned to the superintendent's office. Here he was briefed on the conversation of the previous Saturday afternoon and was told by the superintendent to make every possible effort to develop this program. The idea of one state agency being interested in 10 deaf girls at one time was a frightening thought but it was a challenge which the counselor could not afford to pass up.

Leaving the superintendent's office the counselor went immediately to the principal's office and brought him up to date on what had taken place to this point. We decided to call in other school personnel which involved the faculty of the upper school as well as the vocational teacher in charge of business education. One can imagine the excitement that this opportunity created among the members of the assembled group. Each one offered his services in helping to work out the initial phases of the program. Without the combined efforts of all involved such an activity could not have been successfully concluded.

The counselor, the principal, and the teacher of business education went to the counselor's office where we spent a considerable amount of time in a review of the case records of the most logical candidates for the training program. Twelve students in the senior class were found on the basis of their case records to have the indicated potential capacities for success in training and placement in this type of activity. These 12 young ladies, together with the staff, were called in for a briefing and we can still remember the excitement we all felt on this eventful day in the lives of these young people.

This was only the beginning of what turned out to be a real challenge on the part of many individuals. The counselor had to work out an understanding with the Department of Public Safety to be certain that at least 10 clients would be acceptable to them should they be able to successfully complete the basic training and pass the required Civil Service examination. We found the greatest cooperation from this department. Then, it became necessary for the counselor to clear with the Civil Service Department to be assured that there would be no barriers on the part of Civil Service to the deaf being given the Civil Service examination. This was necessary for on two prior occasions we found that some of our deaf were rejected by Civil Service and we did not want this to be repeated again. We found the Civil Service

Department most receptive and we were offered their utmost cooperation in the planned activity.

At this point the going got real tough. The IBM Company in our city at that time was a small enterprise. They had only one instructor and only two machines that could be used for training purposes. The personnel in this company could not have been more gracious in their offer to provide services to this group of people. As one would anticipate, the question of communication was brought up almost immediately by the instructor in the IBM Office. The principal and the counselor volunteered to provide interpretative services for the girls who were chosen to take the training. This involved some four hours of combined work each day at the IBM Office followed by additional training in coaching by the teacher of business education at the School for the Deaf. The principal and the counselor gladly accepted this additional responsibility and with the 12 girls we began a course of study in the fundamentals of IBM key punch machine operation.

After several weeks into the program, two girls decided to withdraw leaving the magic number of 10 to pursue the course. The principal, the counselor, the instructor at IBM, and the vocational teacher at the school formed a real team in coordinating our efforts to give these 10 young ladies the basic fundamentals required to perform their job. After a period of some three or four months of this type of preliminary training, the instructor from the IBM Company felt that the 10 girls were ready for actual practice on the machines.

With only two machines in the IBM Office this did not look too promising. The counselor approached the Superintendent of State Police on the possibility of using his available machines after office hours for the purpose of the girls gaining actual job experience on the equipment for which they were being trained. The Superintendent of State Police went one step further and volunteered the services of one of his machine supervisors to work with us in the evenings in this combined effort.

To this group of concerned people were added the two chief dieticians at the school who prepared a hot box lunch for the girls to take with them and which would serve as their evening meal while they were taking their training. Once again the principal and the counselor were called upon to lengthen their day's activities. At approximately four p.m. each afternoon we would take our own cars and go with the 10 girls to the Department of Public Safety and for the next five hours they were put to work punching cards for drivers licenses which was the best on-the-job training that they could possibly have. Each girl was given the opportunity to do the actual key punch operation and also to do the proofing operating to validate the accuracy of her work. Usually, at nine p.m. five nights a week we would bring the day's activities to a close and would return the young ladies to the dormitory. The next morning the teacher of business education would review with the girls the activities of the day

before so that their training would take on a high degree of refinement.

Finally, on the recommendation of all parties concerned, it was felt that the young ladies were ready to take the Civil Service examination. The Civil Service office was contacted. They sent a staff member to the school where the examinations were administered. When the tests had been administered and properly graded we found that six had passed the examination and four missed it by only a small margin. Upon the recommendation of the Civil Service Department all 10 girls were continued in the same training schedule for another 30 days at which time the examination was administered a second time to those four young ladies who were not successful in the first testing situation. When the papers were graded it was found that all 10 girls had passed the examination and that they had been certified by the Department of Public Safety as key punch operators.

It was an electrifying occasion when in March of 1955, 10 deaf members of the senior class at the School for the Deaf began work with one state agency as key punch operators. The excitement of this event captured the imagination of the deaf and the business world not only locally but in the state and nation as well. The wire services picked up this story and gave it national publicity. This was one of the great moments in the development of services for the deaf not only in our state but certainly beyond the borders of our state because it was a most unusual placement activity which resulted in a story of success.

This story received comment from the national and local press throughout the country, from professional journals connected with the deaf, and from many school publications throughout the country. As a gesture of gratitude, the counselor, together with the 10 deaf girls, compiled a picture folio of each girl together with a biographical sketch and copies were given to the Governor, to the Superintendent of State Police, to the Superintendent of Education, and to the Superintendent of the School for the Deaf.

These young ladies remained with this job for varying durations of employment. Some eventually married and withdrew to raise their families, others went on to better classified employment, and some transferred after years of work to places of employment nearer their home towns. This was an experience which came at a most opportune time because it brought attention in a wide circle of friends connected with the deaf to the possibility of doing a good job if one is willing to extend himself beyond the call of duty and to show his concern for his deaf client. To me, it serves to prove what can happen at a football game!

As a result of our initial entry into the banks of our city and the favorable publicity from the State Police episode, we began to receive inquiries from employer personnel from all walks of life wanting information on how they could get involved and be the recipients of some of the well-trained and skillfully taught deaf people who were being handled jointly by the School for the Deaf and the counselor. This is the

type of requests that any counselor enjoys receiving because it increases his potential as a placement counselor for the deaf.

By this time, the job characteristics of the banking industry were beginning to change and the use of more sophisticated equipment was beginning to find its place in the clerical offices throughout the state. One of the jobs which we had found that our deaf could do quite well was that of operating the posting machine which was to be found in many offices both in general business and in the banks. We ran into an obstacle, however, because we had no machines available to us with which to train our qualified girls for these more desirable jobs.

The counselor believes, however, that good deeds produce good results. With this in mind he was discussing this dilemma one day with a very close personal friend who was the personnel officer in the largest bank in our city. We had some very capable young ladies employed in his bank and he recognized that they would make good posting machine operators if only they had a place whereby training could be secured. Some time after this discussion the counselor received a phone call from his friend asking for a conference at his office with a representative of a manufacturing company which made and sold posting equipment used in many of the banks at this particular period.

At this conference the counselor learned that the company represented had heard about our placement program in Baton Rouge and had made a special trip to our city to look into the matter. We explained our dilemma to him and after some discussion he volunteered to make a loan of a posting machine to the School for the Deaf. This posting machine was identical to that being used in most of the banks throughout the country. One could imagine the excitement that this offer brought forth among all parties concerned.

There was some slight drawback, however, which had to be overcome before we could take advantage of this opportunity. There was a question of insurance on the equipment which had to be paid as well as the question of paper which had to be used. We were in an economic crisis in our state at this time and the budget at the School for the Deaf was in such condition that it could not assume the additional cost of this operation. Because the counselor had friends in many walks of life, he used his friendship with some of these people in order to take advantage of this golden opportunity. He went to the Lions Club of which he was a member and persuaded them to assume the financial burden of paying the insurance on this machine until such time as the school could include this in the budget. Then, he went to a friend of many years who was a representative of a paper company and talked him out of a two years' supply of paper specially designed for use in this machine.

In due time the machine was shipped, the paper arrived, the insurance was paid and the teacher of business education started teaching banking in a small but well-

organized manner. It was not long before we had our better girls qualified for placement on this equipment and very shortly we found that we had developed more jobs for qualified girls than we had available for placement. Once again the wire services picked up this exciting story and once again we began to get a reaction from throughout the country on another step forward in the development of employment opportunities for the deaf. Our files contained hundreds of letters from young deaf people, from schools, and from employers expressing excitement, and their thanks for what we had done in our own area of operation. We have no idea of the number of people who found employment as a result of this pioneer activity which we undertook.

In this same connection we had three young deaf students who came out of this training program who lived in the vicinity of one of our larger cities in Southwest Louisiana. We had tried for some time unsuccessfully to place some deaf in the better classified jobs in that city. The three young ladies in question were so anxious to be placed near their home town that the counselor decided to try once again with the full knowledge that the least he could accomplish would be another failure. This time, however, he tried a new approach. Our senior counselor in charge of the local office was a resident of the community and had been a close personal friend of the counselor for many years. By pre-arranged itinerary the counselor went to his city and there we began a series of activities which once again developed into a most exciting and thrilling experience. Let us tell how this story unfolded.

My friend in this Southwest Louisiana city transacted his personal banking business with the oldest bank in that community. We decided to present our desires for employment with him. An appointment was made and at the appropriate time we presented ourselves for the interview. We were treated cordially but we could tell that the spark of human kindness had not ignited a very hot fire in this particular situation. After describing the program, the vice-president of the bank escorted us on a tour of the bank and particularly the area where most of the bank operation was transacted. Returning to the office we were given an application for our young deaf client and were told to have her mail the application in without even as much as a personal interview. We were assured by this bank official of his interest in our client but that her application would be treated routinely. With this bit of encouragement we left his office quite discouraged.

The counselor turned to his friend and remarked that he had been given this type of treatment many times before and that in so far as the deaf are concerned when you are told to wait for a call rather than to call yourself you can anticipate that you have lost the day. The counselor's friend concurred in this assessment of the situation and when we asked where the next bank was located he remarked that it was in the next block. The counselor commented that he would like to go make a call there since we were already this much involved.

At the second bank we found a little different situation. The personnel officer wanted to listen. He asked some very fine and thought-provoking questions. Finally, he stated that they had one young lady doing the same job on the posting machine in which we were interested and that if his board of directors would permit him to do so he would like to interview our young lady. We returned to our office and within the hour received a phone call to bring the young lady down at one p.m. for an interview. We drove to her home and saw that she was properly dressed and accompanied her at one o'clock for the appointment. With a minimum of instructions she sat down at the machine and started to working as though she had been doing this for quite some time. This was evidence of the quality of work her teacher had done for her back at the school. The bank officer excused himself after a couple of hours and in a few minutes returned stating that the bank had just agreed to hire the young lady. We were quite jubilant that we had made our first placement in this Southwest Louisiana town. The counselor remained with the client for approximately another day and then having completed this particular mission caught a plane and returned to his office.

The next morning dawned bright and early but soon a cloud was to appear upon the horizon. We received a phone call from my friend who told the counselor that he had just been contacted by the officer in the first bank we saw and he had agreed to hire the young lady. When my friend explained to him what we had done, the bank officer became quite indignant and threatened to call the State Superintendent with some indication that he might ask for the counselor to be discharged for improper conduct. My friend tried to explain to the official why we had assumed that he was not interested based on our years of experience and asked permission for the counselor to return to his bank and see what could be done to work out this rather thorny problem. This was on a Friday. The counselor spent a miserable week-end of thought and meditation on what he was going to do on Monday when he faced the bank official man to man.

On Monday morning at the appointed time my friend went with me to the bank and there we were made to wait several hours before the bank official would consent to see us. Finally, we were ushered into his office and few counselors have been lectured to about ethics as was this counselor on that date. The counselor was convinced, however, that he had done no wrong. Finally, the bank official told the counselor that he could not understand why we would attempt to develop a job with him, create an interest on his part, and then double-cross him by getting the client hired by a competitor. We assured the bank official that there was a complete misunderstanding because he had never made such a comment to the counselor. His only comment was that he did not want to see the applicant in person and that he would treat the application in a routine manner. He turned to an associate who was sitting in a booth just behind him and called him by name stating that his associate overheard the conversation and could prove that the bank official had offered the counselor a job for his client. The second bank official

stated to his employer that the facts were not quite as presented. He told his superior that after we had left his office the superior turned to him and said that he liked what he had done and that he intended to hire the little girl but he further said to his superior that he did not tell the counselor or my friend of any offer.

The bank official, somewhat embarrassed, commented that perhaps he may not have made himself clear and that he would assume full responsibility of the oversight provided we could supply him with another girl equally as good as the first girl about whom we had been in discussion. He commented that he was not going to let his competitor get away with this type of transaction. We told the bank official that we had another young lady in the same geographical area who would be fully qualified to do the work. We were told to bring her in the next morning ready to go to work and that he would take our recommendation without a formal application. The next morning the counselor was present with the young lady and as we anticipated made an excellent entrance into employment with no problems whatsoever.

After being with her for perhaps a day and still having another client to place and sufficient time to accomplish it, the counselor went back to his friend's office and mapped out our strategy for the next move. There was a third but newer bank in this same town. The counselor suggested to his friend that we contact this bank and see if we could prevail upon them to give the third client an equal opportunity of employment. It was our plan to tell him that we intended to go to the press with a story on the two young ladies already placed and that it would be unfortunate if we had to leave his bank out of this favorable publicity. This sounded exciting to my friend but he wondered if we would be able to make it work. One would never know without trying. Therefore, with the use of the telephone we made an appointment and in mid-afternoon were ushered into the bank president's office.

He was a stranger to both of us. He commented that he was very busy but that he was willing to give us a few moments of his time. As we began to explain the program of services to the deaf and of some of the accomplishments which we had been able to achieve, the few minutes ran into hours until finally the sun set and a tremendous rain started to fall. About seven o'clock the president of the bank informed us that he was willing to give this young lady a chance and that we were to be at his bank at seven o'clock the next morning.

Leaving the bank in a torrential rain we had to drive some 40 miles to an adjacent community and surprise the little girl and her family with the opportunity that we had for the next morning. It so happened that the young lady had an aunt living in the city where the bank was located and we brought her to her aunt's home late that evening with bag and baggage ready to go to work on a trial basis the next morning.

At the hour of seven we were ready to walk into the bank as soon as the time clocks

would open the door. The president of the bank instructed his secretary to cancel all appointments until 10 o'clock as he wanted to see the counselor and the client demonstrate what the counselor had said the client could do.

The president selected the first operation that was to be attempted by our client and with a minimum of instructions from the counselor she did her job beautifully. From this job we moved to several more. Finally, by nine o'clock the president came to the counselor and remarked that this was one of the most amazing things he had ever seen. He said that this young lady was so thoroughly oriented that she had been on his payroll since seven o'clock that morning. After observing her for a while the president invited the counselor and his friend into his private office for a conference. He told the counselor that the day before we had remarked to him that we were going to write a news story about the prior placements. He said that he wanted to made us an offer to go one step further. He felt that this story not only should be recorded in the local press but it should be recorded in the Louisiana Bankers Journal, the magazine of the Louisiana Bankers Association.

The counselor was asked to write an account of what had happened in the three banks and that the president of this latter bank would see to it that it was published under his signature in the Louisiana Bankers Journal. This was done and the results once again were more than we ever anticipated. This story was picked up by a number of national publications pertaining to the banks, by school publications, and by the wire services. We began to get inquiries from interested people from all sections of the country. Once again we were most delighted to be able to use a team approach in the development of an unusual employment situation because through team effort many qualified deaf people had found their place in the world of work. The last account that the counselor had was that these young ladies were still working with their same companies.

About 10 years ago we had occasion in our city to undertake an exciting activity which once again brought us a great deal of recognition throughout the country. A friend of the counselor was an official in one of the local banks and also served as president of the local chapter of the American Institute of Banking. They were planning on initiating a banking school for new bank employees in the metropolitan Baton Rouge area. The counselor was invited to inquire if the deaf who were employed locally would like to be involved in this planned school. To the counselor's surprise every deaf person employed in a bank was eager to take part.

Here again to make this work required team activity. The bank provided the tuition. The teacher of business education at the School for the Deaf and the counselor volunteered to provide interpretative services for the class. The course involved 14 consecutive weeks of training, one night each week from the hours of seven to ten P.M. This meant that for the teacher and the counselor our day was quite lengthy. We agreed that we would divide the time between the two of us to interpret and take

notes. We did this for 14 class periods providing interpretative services throughout the evening, transcribing the notes, duplicating them, and providing each deaf client with a copy of the notes within 24 hours.

We enjoyed this course immensely because, not only were we learning a lot about banking, but we were also helping some 17 deaf people get in a position to upgrade themselves in their respective jobs. To our utter amazement when the final examinations were graded one of the counselor's deaf clients, a young lady working in the largest bank in our city, made the highest grade out of a class of about 140 people. Once again the local banks, the wire services, and the national journals picked up the story about the first banking school for the deaf that was ever held. The Silent Worker, which is the bulletin for the National Association of the Deaf, carried a story by the counselor entitled "Banking, a Career for the Deaf." We received many letters from the deaf throughout the nation offering their thanks for this exciting program of services for many wonderful people.

As a result of these unusual placements we have been able to place our deaf clients in banks and business houses in every major city throughout the state. Our job was made easier because of the favorable publicity which we received from having done a job so well. One of our best publicity agents is a personal friend of the counselor who is presently president of a large bank in Central Louisiana. For many years he served as Chairman of the Governor's Committee to Employ the Handicapped. He has written hundreds of letters and made many phone calls on behalf of the deaf and has been responsible for helping to open the door to a lot of wonderful deaf people in our state.

During the early part of the war before the counselor came to Vocational Rehabilitation, he worked in conjunction with the Department of Education and the Justice Department in supervising a program of citizenship training for aliens in our state. Classes were held in every major city throughout the state and some 10,000 aliens were enrolled in these citizenship classes. Among those who were enrolled was a refugee family from Germany who had just bought a department store in our city. We made friends in this period of the counselor's early employment not realizing what the future held in store as a result of this friendship.

After the counselor got his program under way at the School for the Deaf, he called his friend one day in 1949 to see if perhaps there may be a vacancy in his store for one of our deaf clients. The counselor's friend had not forgotten what we had done for him when he was an alien and he literally opened his store to us. In the last 20 years we have no idea how many deaf clients we have placed with this company because of relationships which were developed at a time when this individual needed a friend.

At one time we had a large sash and door company in our city. The owner was a

very close personal friend of the counselor. The types of jobs which they had in this industry were ideally suited to the deaf with woodworking skills and with good mechanical potential. At one time we had as many as 19 deaf persons employed in this plant. The company had such confidence in the counselor that they would call him and give him the opportunity to select a person for a particular job. We were invited on many occasions to come to the company and review a job where we could possibly upgrade a deaf client into a higher salary and a more effective type of employment. We were even called upon on many occasions to come to the company and serve as interpreter when a controversy would arise. Because we were to fulfill a need on the part of the manager of this company, we were able to place and to upgrade many fine deaf people with this wonderful company.

The counselor developed a spirit of cooperation with his co-workers throughout the state because he was convinced that as the only specialist in the field of deafness he could not attempt to fulfill the needs of these people by working alone on a state-wide basis. Many times the counselor would join with a counselor in a given city using the local counselor as a resource person for employment potentials and relying upon himself as a resource person with the deaf. Together we would work cooperatively hand in hand in the development of a job for a particular person or in many cases a number of deaf people. On most cases the counselor would work the case in the case load of the local counselor because, when this counselor left the city, he would soon be forgotten, but the resident counselor would be the one who would be remembered. He also knew that this counselor was available on call to help out when the situation so justified. As a result of this friendly spirit of coopeartion between the counselor and the counselors over the state we have been able to place hundreds of deaf people over the past 28 years who perhaps would never have been placed with the same degree of excellence had it not been for the combined efforts of the counselor for the deaf and the local counselors in the area in which the client resided.

As a result of our philosophy of cooperation with the many individuals and agencies concerned, we were able to gain recognition for a lot of companies who otherwise may have never been singled out. The counselor, cooperating with the Louisiana State Employment Service and the Governor's Committee to Employ the Handicapped, is happy to record that during the years of service as a counselor one bank, two interior decorating companies, one large shoe repair establishment, a very large department store, and a large manufacturing company were awarded a plaque by the Governor of our state for outstanding service in employment of the deaf. This is a very competitive type of award and only one state-wide award can be issued each year. The counselor has derived a great deal of personal satisfaction in knowing that he had a small part to play in the development of a program which brought these companies the recognition which they so justly deserved.

The counselor himself feels a sense of humility and pride for his own personal

recognition which he has received from his years of service as a counselor for the deaf in our state. Perhaps the climax of this was reached in 1967 when the counselor was awarded the meritorious service award by the Louisiana Rehabilitation Association. Then, in July of that year, he was extremely elated when at the Regional Rehabilitation Conference in Dallas he won the Elkins Award as Regional Counselor of the Year. But this was not all. On October 2, 1967 at the National Rehabilitation Association Convention in Cleveland, Ohio, the counselor was awarded the coveted Elkins Award as Counselor of the Year for the United States. He will never forget the excitement of that evening. As he left the platform with his beautiful plaque in his hands he was literally mobbed by the deaf who were in attendance at the convention. The deaf shared the pleasures of the occasion with the counselor because this was the first time in the history of rehabilitation in our country where the deaf had been recognized in a national forum. What a great joy the memory of this night has meant to this particular counselor.

Upon returning home there was still more recognition to come our way. In May of 1969 at their annual convention, the Louisiana Association of the Deaf gave the counselor a beautiful bronze plaque in commemoration of 25 years of service to the deaf in our state. Delgado College of New Orleans in the same year recognized the counselor for his efforts on behalf of the deaf in Louisiana. Then, in July of 1969, the International Catholic Deaf Association made the counselor an honorary member. Finally, on May 25, 1971, the Superintendent of Education presented a beautiful bronze plaque to the counselor on behalf of the School for the Deaf at Southern University. This was done as an expression of their appreciation for nearly 29 years of service to the deaf by the counselor. These are honors which the counselor cherishes very dearly but which he never dreamed would come his way when he started out as a raw recruit back in the dark ages of 1943.

The counselor no longer serves in the capacity as counselor as he has now taken on a job of a different classification. He is now serving as Supervisor of Services for the Deaf and the Hard of Hearing in our state. In the years that he served as a counselor he gained more satisfaction than he ever dreamed was possible when he was chosen to begin this job in the cold winter of 1943. The job of serving the deaf as their counselor has given the counselor an opportunity to come closer to this magnificent group of people than he ever anticipated would be possible. He shared every experience with them, both good and bad. He derived a tremendous amount of pride and personal satisfaction from seeing firsthand the fruits of his labor. By doing the job in person, he became deeply involved to the extent that when success had been achieved he felt the excitement and the pleasure just as did his client. No greater reward could ever come to a counselor than that of providing this kind of service to his clients.

In summary, we might say that placement of a deaf person is serious business. It affects the life not only of a particular client but, in many cases, the lives of a number of people. It affects the future success or failure of the counselor. If he

does not use good judgment, then he can anticipate a greater share of failure. It affects the image of the entire rehabilitation program. Counselors are known by the manner in which they conduct themselves and therefore the image of the program as well as the image of the individual is directly affected.

Placement of the deaf cannot be considered an easy task. To be a good placement counselor of the deaf a counselor must be dedicated to his job and be prepared to go far beyond the call of duty and, on many occasions, at a moment's notice. A counselor must be willing to take the program to the public. If he expects the public to come to him, he can anticipate almost certain disaster. The counselor for the deaf must be extremely skilled at job analysis and plant surveys. He must be a fellow man of the first magnitude who is not willing to take no for an answer. A good counselor for the deaf must be a good judge of character. He has to assess the capacity and indicated potential of his clients in a very determined and thorough manner if he is to fulfill his responsibility to all parties concerned. He must be able to make good sound decisions. He must be able to make good judgments and be able to make them stick. A counselor for the deaf must be strong at heart in the face of many seemingly unsurmountable reverses. He must be skilled in handling people. A counselor must be honest, not only with his client but with everyone else with whom he comes in contact. And, most especially, with himself. There are times when honesty places a serious burden upon the counselor but for the good of all concerned this is a responsibility he must assume.

A counselor must always be conscious of his public image. In conclusion, the counselor would like to narrate an incident which is humorous take-off on the image of the counselor.

On one occasion when the counselor was working in a city in Southwest Louisiana he went to a small sandwich shop at lunchtime for a cup of coffee. While sitting alone drinking his coffee, four routemen for a milk company came in to have their lunch. While they were eating and enjoying their meal a tall, well-dressed young man came into the establishment and ostentatiously proceeded to show a card to each person. One side of the card had the manual alphabet and on the other side a statement which said that the person was deaf, that he was a salesman, and that he requested a donation. Three of the routemen had compassion for this person and each gave him a nickel apiece. The fourth routeman was very fascinated with the card and putting his sandwich down started making the alphabet.

The counselor put his card down and in the language of the deaf started a conversation with the deaf person with not a word being uttered. He found out that the deaf person had been to an adjoining state on vacation. He learned where the deaf person lived. He found out that the deaf person considered himself a salesman. The counselor proceeded to lecture the deaf person and that what he was actually doing was peddling and that those of us in Louisiana look upon this with displeasure. No capable deaf

person would stoop to the low level of peddling. Not realizing what was taking place, the four routemen had put their lunch down and were watching the two apparently deaf people in a rather strange manner of conversation. Needless to say, my deaf friend was not too happy with the reception that he was getting from the counselor.

After some time, however, the four routemen finished their meal and one of the men gave this counselor a twenty-five cent piece in the palm of his hand. Needless to say, the deaf man was quite irritated. He had only gotten fifteen cents while the counselor got twenty-five cents. On turning to the giver of the twenty-five cent piece, the counselor wanted to know why a stranger would want to give him some money. The routeman remarked that he thought I was a dummy and that he wanted to give me something. While I was lecturing to him on the fact that I might be dumb but not deaf, my deaf friend quickly and silently slipped away into parts unknown. The routeman was most embarrassed over his predicament and assured the counselor that this had taught him a lesson. The moral of this story is that no matter how hard you try, there are some people who still look upon you as being a dumb peddler.

Chapter V

A Dream Come True

When we began the program for the deaf in the early part of 1943 we had very limited resources which could be used to help prepare the deaf to be competitive in the world of work. For over 100 years the State School for the Deaf had been the guiding influence on the lives and careers of the fortunate ones who attended the school. The School for the Deaf over the years developed a vocational training program on a limited basis and it was here that practically all deaf persons who came to the school received their basic training in a small core of occupations. The school chose as its vocational offerings the trades in which the deaf had been able to find success over the years. One could not expect a school for the deaf to be able to offer the wide variety of occupations which would be found in a large technical and vocational school. Many of the students who attended the state school would often be assigned to trades not in keeping with their indicated potentials and their interests. Many were grouped in certain classes for lack of a more realistic or a broad vocational opportunity.

As the rehabilitation program at the school began to develop, the counselor became aware that many deaf students had skills and interests in trades other than those being taught at the school and this became a great concern to all. Finally, on July 15, 1948, the counselor wrote to the State Director and suggested to him that we had reached a point in our development when we needed to provide special facilities for the deaf in order that we might offer them the same opportunities for personal growth and achievement as we offered other young adults in our state. In this letter the counselor outlined a program by which clients who were found to have exceptional mentality and skills would be provided supportive services and would be able to enter post-secondary trade and technical schools in which they would be able to function in a more realistic setting. The counselor had come to realize that even though the School for the Deaf was doing a magnificent job we were training many students in the wrong occupations which resulted in many failures where failures could hardly be justified. The counselor had come to realize that if the deaf client were properly motivated and had proper mentality he could enter many post-secondary schools of a trade and technical nature and thus broaden the world of opportunity for the deaf.

This suggestion was received by the State Director but it did not meet with positive action at that time. A review of the correspondence in the counselor's file will reveal that he continued to pursue this idea in the belief that the deaf were entitled to the same opportunities as other groups and that it would take such an organization to give the deaf these opportunities.

In 1959, 11 years later, the counselor attended a national workshop at Fort Monroe, Virginia where he was invited to participate in the conference which wrote the guidelines for special facilities for the deaf. This was one step closer toward seeing progress being made on an idea which was put forth some 11 years earlier.

Subsequently, the counselor was invited to participate in the Delavan, Wisconsin conference where we had an opportunity to see a program being initiated in which vocational rehabilitation was attempting to take the students from the Wisconsin School for the Deaf and through a rehabilitationa facility give them a broader horizon for occupational training. This conference was a very significant step in crystallizing ideas on the needs of many deaf adults in their desire to find their ideal place in the world of work.

A strange sequence of events took place shortly thereafter which brought about the establishment of a facility similar to that which the counselor had suggested back in July of 1948. It happened at the National Rehabilitation Association Convention which was being held in Denver, Colorado in the fall of 1966. Dr. Boyce Williams was in attendance at this meeting and found himself in need of an interpreter. Mr. Douglas Wells, a former teacher of industrial arts at the Schoolf for the Deaf and at that time an evaluator in the Vocational Rehabilitation Facility at Delgado College in New Orleans, was also present. He happened to recognize Dr. Williams and, upon becoming aware of his need for an interpreter, volunteered his services. During the course of the conversation, Mr. Wells and Dr. Williams became more intimately acquainted and Mr. Wills spent quite some time in explaining the role he was filling at Delgado College. He also talked with Dr. Williams about the philosophy which the counselor had developed some 18 years earlier. While at the School for the Deaf, Mr. Wells had become quite interested in the counselor's philosophy of working with the deaf and at this convention in Denver he and Dr. Williams talked about this at length.

Dr. Williams spoke of his plans to establish several special programs for the deaf connected with post-secondary educational institutions which would be designed to prove that qualified deaf people, when given the proper supportive services, could compete very favorably with the hearing students in institutions designed for the hearing. This statement from Dr. Williams came very close to the idea which the counselor presented some years ago. Mr. Wells told Dr. Williams of the growing opportunities at Delgado College and of the unique relationships between Delgado and Vocational Rehabilitation. He invited Dr. Williams to come to Delgado at his convenience and to review the program and hoped that he would find Delgado College capable of meeting the standards of one of the programs which Dr. Williams was contemplating. The conference ended and both Dr. Williams and Mr. Wells went their separate ways.

It was not long after the conclusion of the conference in Denver that Mr. Wells received notice that Dr. Williams was planning to come to Delgado College. At the appointed time he did come and made a very thorough inspection of the facilities and held extensive conferences with the college administrators. He found Dr. Marvin Thames and Mr. Henry Nebe most receptive to the idea of giving the deaf an opportunity to achieve along with the hearing in a college designed for the hearing. Dr. Thames and Mr. Nebe gave Dr. Williams their assurance that Delgado College would be very much interested in participating in such a program.

Some time later Dr. Williams returned to Delgado College with Miss Mary Switzer, Commissioner, Vocational Rehabilitation Administration, Department of Health, Education and Welfare, and both pursued the idea of a program at this institution. After returning to Washington, the wheels of government began turning and the results of Dr. Williams' trip to Delgado began to take effect. Dr. Williams and his associates were able to secure the approval of a project which eventually would encompass three specific programs. One would be located in the Deep South, one in the central part of the United States, and one on the west coast. Realizing that this was such a new innovation and that research would be next, Dr. Williams and his associates developed a program of research under contract with the University of Pittsburgh.

On October 17 and 18, 1967, the counselor was invited to join Mr. Wells in a meeting with officials at the University of Pittsburgh to discuss the possibility of Delgado College participating in such a planned program. We met with Dr. William Craig of the University of Pittsburgh on those two days and came out of this meeting excited and enthused about what we had just been told. We returned to New Orleans and presented the proposal to Dr. Thames at Delgado and to Mr. Curtis L. Johnston, Assistant Superintendent for Vocational Rehabilitation in the State Department of Education. Both of these administrators were very much impressed with the possibility of developing a research and demonstration program for the deaf at Delgado College which would be a departure from anything attempted to date in providing post-secondary training for qualified deaf students in a trade and technical setting.

The counselor was invited by Delgado College to participate in the development of the grant application and permission was granted by Mr. Johnston and Dr. William J. Dodd, Superintendent of Education, for the counselor to be given time off from his regular duties to help write the grant application for this proposed project. At this time the counselor was still carrying a full case load with the deaf and hard of hearing throughout the entire state.

For the next month and a half the counselor spent the major portion of his time in New Orleans at Delgado College where he worked daily with the Vocational Rehabilitation Services Division, serving as a member of the team in writing an application for this grant.

On December 17, 1967, Dr. Thames, Mr. Nebe, Mr. Wells, and the counselor flew to Pittsburgh where we presented the initial draft of our application. The next day Mr. Wells and the counselor flew to Washington where we were to meet the selected representatives from the Washington office for the purpose of presenting our application for the grant. We received some very favorable suggestions from a number of people including Dr. Williams, Dr. Reed, and Dr. Usdane and several of their staff members. We were requested to return to New Orleans and make certain recommended revisions in our grant application and then we were to return to Washington for further negotiations.

Upon returning to New Orleans we spent most of the Christmas holidays and the first two weeks in January in a very hard work session and re-drafted the application along the lines as recommended by Dr. Reed, Dr. Williams, and Dr. Usdane.

On January 15, 1968, the counselor was honored by Dr. William J. Dodd, Mr. Curtis L. Johnston, and Dr. Marvin Thames by being permitted to personally deliver the finished draft of the grant application to Dr. Boyce Williams' office in Washington. From this date there was a period of anxious anticipation as to what the final reaction would be in the Washington office. On April 1, 1968, we received a telegram stating that we would be funded shortly thereafter. Some time later we were notified from Washington that funding had been approved and on June 1, 1968, we officially received our funds and the program for the deaf at Delgado College, the first of its kind in the United States, officially became operational.

It is impossible to elaborate upon the excitement that was felt by the Vocational Rehabilitation Staff as well as the staff at Delgado College when we realized that we were to begin pioneering a program which would give the deaf a chance that they so desperately needed. The feelings of the counselor were perhaps a little more exciting because it was 20 years almost to the month since he had made a similar proposal and now he was going to have the chance to become an active participant in helping to get this program operational.

With the funding of the program in June, the real task of getting the program activated was just beginning. Of major significance was the selection of the staff, training of the staff, writing of the particular programs, working with the complicatted relationships between the rehabilitation services division, the college and the State Rehabilitation Agencies, and, finally, the selection of the first group of students who were to enroll in the beginning semester of October, 1968. In addition to this, we took on the added responsibility of calling a national conference which was held in mid-July of that year. The conference was called to introduce the exciting program at Delgado College to the rehabilitation staffs throughout the country. Some 200 professional people attended the three-day conference and this event gave us the national image which was essential to the successful beginning of this pilot program.

The philosophy of the program for the deaf at Delgado College was basically to demonstrate the feasibility of using existing vocational and technical schools and junior colleges, customarily serving hearing students; to serve graduates of secondary programs for the deaf and those deaf students who have for some reasons terminated their education prior to their successful completion of a secondary program; and to evaluate these demonstrations in such a way that the feedback from the evaluation could be used to maximize its impact both as a training plan for the deaf and as a demonstration for the establishment of similar programs elsewhere. The program for the deaf at Delgado College has three distinct components:

1. To develope a set of comprehensive guidelines for establishing and conducting an effective program for deaf students within Delgado College which can be adopted by similar colleges elsewhere.

2. To establish a regional academic and vocational program for the deaf which will provide academic and vocational education exploration, guidance and counseling, remedial instructions, and personal and social adjustment for those deaf students who are in training at the trades and technical or post-secondary level at Delgado College.

3. To develop a systematic program of research to evaluate the effectiveness and increase the efficiency of Delgado Junior College and Trades and Technical School in providing post-secondary programs for the deaf and profoundly hard of hearing.

The program as originally planned was a five-year research and demonstration project financed jointly by funds from the Vocational Rehabilitation Agency in Washington, the Office of Education in Washington, the State Vocational Rehabilitation Agency in Louisiana, and funds from Delgado College. The program was so structured that students who qualified for admission would first be given one semester of evaluation and then would be placed in the training objectives deemed most desirable. They would take training in both association and competition with the hearing students also enrolled at the college.

In order to make it possible for deaf students to be competitive and to learn concurrently with the hearing students, we planned a program of intensive supportive services which we felt very necessary if the deaf students were to make successful progress through their planned educational program. Such supportive services as the professional evaluator, the student counselor, the program counselor, the social worker trained to work with the deaf, the psychologist, the otologist, the remedial instructors, both in mathematics and in language, tutors, and interpreters were all provided. Each specialist had his own significant role to play but all were tied together by the administrator of the Vocational Rehabilitation Services Division and the assistant administrator who served as the director of the total project. The counselor was privileged to be invited to serve as a consultant to the program

and permission for this special service was granted by Superintendent Dodd and Mr. Johnston. Those of us on the team spent many long days and nights in putting the program together and we felt that we were well-prepared when on October 1,1968, we admitted our first student body to this program. Although three pilot programs had been planned to begin simultaneously, Delgado was the only one that became operational in 1968 and the programs at St. Paul and Seattle did not get their programs under way until the fall of 1969.

About the time that we were getting the program at Delgado under way, other changes affecting the counselor were beginning to take place. It was in January of 1969 that the counselor's responsibilities were changed to State Supervisor of Services for the Deaf and the Hard of Hearing so that we could begin a state-wide program to provide more intensive services for this desability group. One by one additional staff members were assigned to work with this program until at this writing we now have a staff of 14 counselors serving most of the state.

One of the problems which confronted us in the program at Delgado was the seeming inability of the young graduates of the Schools for the Deaf to make an appropriate adjustment to living in a metropolitan center such as New Orleans and doing so on a more or less independent basis. These students had come from rather protected environments in their residential schools and suddenly they were faced with privileges and opportunities to which they were not accustomed nor were they prepared to accept.

The first two years at Delgado found us spending a great portion of our time in helping the young deaf students with their personal adjustment problems. Many of these problems developed in the commercial rooming houses where the deaf students had no supervision and where they were not able to cope with the liberties which were rather new and strange to them. As a result of this, the staff began to look at ways to help the students overcome this problem.

Father Gerard Howell, who was Director of the Catholic Club for the Deaf in New Orleans, had become very much involved with the program at Delgado and had expressed a keen desire to assist us in any way possible. Father Howell and his organization owned a very large building which was only partially occupied. Through special funds secured through the State Division of Vocational Rehabilitation, we were able to get a very adequate grant for Father Howell and with his matching funds renovated his building to accommodate 20 deaf male students in what might be called somewhat of a halfway house.

It is a beautiful edifice. The young deaf males who come to Delgado for the first time spend one semester living in Father Howell's establishment which is known as the Dauphine Annex. There they receive room and two meals. They have the benefit of supervision from Father Howell. A tutor has been assigned to his staff

to assist the young students in their home work. Regular hours are maintained. Even though the students have a great deal of freedom, this freedom is under supervision. Although the Dauphine Annex has been operational for only one year it has already proven its value. The problems of personal adjustment which at first were so paramount have diminished to the point where we now have time to spend in other areas. After the clients have spent one semester in the Dauphine Annex, and upon the recommendation of the staff, we then relocate them in commercial establishments in New Orleans to make room for the next class of students entering college.

At this writing (1971) we are now closing our third year of this program at Delgado. We have already made significant contributions to the education and rehabilitation of the deaf throughout the continental United States. To date we have students coming from as far as the State of Oregon on the West Coast and from Massachusetts on the East Coast. We have students from as far West as Arizona and as far East as Florida. Louisiana has contributed perhaps 50 per cent of the sum total of the students enrolled to date. Some 26 states have sent students to Delgado thus far. With each new semester of students we are adding new states as participants in this program at Delgado.

It is gratifying indeed to be a part of a program which is designed to give the young deaf adult and equal opportunity to pursue an education in keeping with his known capacities and interests and in areas previously closed to him. The young students fresh out of the schools for the deaf come to Delgado confused, bewildered, oftentimes frustrated, insecure, and with limited knowledge of the world in which they live. In the first semester of evaluation they have an opportunity to find themselves under the professional leadership of a very well-trained staff. Then, after leaving the evaluation program, they have filtered throughout the entire college complex going into fields heretofore inaccessible to the deaf in this part of the country. We have had the opportunity to watch them grow and mature and to become independent. They have become such an integral part of the Delgado complex that one student campaigned and was elected a member of the college student body staff.

Acceptance of the deaf by the hearing students has been a remarkable factor in their total adjustment to the program. When we first became operational in October of 1968, the deaf were strangers among a large body of students and because they were a minority component of the student body they created a considerable amount of attention. Three years later the deaf have intermingled throughout the college complex and today are considered the same as any other student on the campus.

The key to the success of the students' achievements in this hearing college has been the role of the interpreter. Wherever a deaf student is involved in a lecture

class he is provided with a professional interpreter as well as a note taker. In the beginning we had some problems of adjustment in the classes as the presence of an interpreter tended to distract the attention of the hearing students. After three years, however, the interpreter is no more an oddity in the classroom than any one else and complete acceptance has been achieved by all parties concerned.

Another interesting factor of this demonstration program has been the effect it has had upon opening up new avenues of learning and new experiences to a complex society for our young deaf adults. Coming to us from a rather protective and very small segment of society they oftentimes have a distorted view and an ill-defined goal in life. It is fascinating to watch them in the first semester as they come in contact with new and exciting programs heretofore unknown to them. So many have indicated initially a choice of an objective based upon experiences in their residential schools. As they leave the orientation program, very few retain the same indicated objective once they have found during the orientation program the basic objective that was best suited to their needs. Then to watch them as they merge into the campus proper and become involved in so many diversified activities is one of the most gratifying accomplishments that the program and its staff has made.

Even though our program is only three years in operation we have made significant contributions to the education of the deaf. Without a doubt we have proven that qualified deaf people properly motivated and with adequate supportive services can make a success of their post-secondary educational programs in institutions designed primarily for hearing students. We have broadened the horizon of many young deaf adults to date and this is only the beginning. As we become more experienced in the development of the program and as we do more research we will enlarge the areas in which the deaf can function. This in turn will have its effect upon the total deaf population because from this group of successful achievers will come hope and inspiration for those who are to come later.

Another unique program was started at Delgado some time later. This was a program in orthotics and prosthetics. This was a demonstration program with a national image. We were fortunate in being permitted to participate in the development of this program and three of the first students in this pioneer program were graduates of the School for the Deaf. These young deaf adults took this course in orthotics and prosthetics and graduated in the first class having had employment already waiting for them before they were certified. The field of orthotics and prosthetics in this part of the nation had not been open to the deaf but through this demonstration project we have proven to the deaf community that young deaf males, when properly trained, can be successfully placed alongside their hearing co-workers. The reports to date of their success in employment have made us very grateful for having been a part of this new innovation in providing training and employment for the deaf.

For many reasons, persons possessing a severe communication disorder involved with speech, hearing, deafness, or a combination of these have been denied deserving services by many State Vocational Rehabilitation Agencies. The late Seid Hendrix, State Director of Vocational Rehabilitation, and the late Spencer Phillips, Superintendent of the School for the Deaf, were perhaps ahead of their times when they made it possible for the counselor to be assigned in January of 1943 to plan a program for the deaf and the hearing impaired in Louisiana. For many years we struggled along with only one individual assigned to carry this special case load for the entire state. This was an almost impossible task but we accepted the challenge and gave it the best we had. Never did we cease to take advantage of a situation where we could sell the needs of services for this wonderful group of people but oftentimes it seemed as though our pleas were falling on deaf ears. One can never assess the true value of his efforts to promote a worthwhile program for even at a time when it seems almost impossible to achieve, success will come your way.

From 1943 until 1967 the counselor worked tirelessly and with a great deal of enthusiasm in the development of the program throughout the state. He solicited and won the cooperation of many devoted and courageous counselors over the state. We realized very shortly that we had to develop a team approach to this problem because it was a greater responsibility than one person could possibly assume. As the counselor would work in one particular section of the state he would do so with the assistance and cooperation of a particular co-worker. The co-worker was a specialist in the area of employment opportunities in his territory; whereas this counselor provided the technical knowledge of the deaf and the factual information about a particular client. Together we would form a team and would present our case to local employers in an effort to develop placement of a qualified deaf person in this chosen locality. As we look back over the years we can do so with a great deal of pride because we achieved so much where one working alone could have done so little.

When it came time to decide how these statistics would be handled the counselor would invariably insist that the case be left in the case load of the local counselor serving that area. It was he who was known primarily to the local employers. The stranger who had come into town would soon be forgotten but the local resident representing the Department of Education would be there tomorrow. Therefore, by mutual agreement the counselor serving the deaf would help in the development of a placement, provide the necessary supportive services, remain with the client for as long as was necessary in his adjustment to his job, and then gradually fade away leaving the local counselor to make the follow-up and to close the case statistically in his case load.

When one follows such a philosophy of activity he can encourage and will secure the help of a lot of people in the services of the deaf. The counselor had no worry of meeting the minimum statistical requirements for case load management because

this was never a problem to him. When he could go into a particular locality and work hand in hand with another counselor on behalf of a deaf person and leave the counselor to receive the credit within the locality, then this was his way of forming a team to serve many deaf persons who otherwise would never have been assisted.

Some indication as to how successful this program has been can be shown by a comparison of what we in Louisiana accomplished in fiscal 1970-71 as compared to the averages in the United States. These statistics were provided this writer by the statistician in our department and are most revealing when we consider that in fiscal 1970-71, in the area of the hearing impaired, the speech impaired, and the deaf, 23.9 per cent of all of the closures submitted in Louisiana came from these three disability groups as compared to 6.3 per cent on the national average. A comparative chart showing this production is listed as follows:

	Louisiana	United States
Speech Impairment	1.4	0.9
Hard of Hearing	18.9	3.0
Deaf	3.6	2.4
Total	23.9	6.3

What we have just demonstrated is positive proof of what can be accomplished for clients with communication disorders if one is willing to put forth the effort and develop a spirit of cooperativeness with his fellowmen. I think that perhaps the most significant factor of all is when it came to the matter of credit. We gave the credit where it duly belongs and that was in the case load of the local counselor in the area being served. By giving him proper commendation for the role he played and by seeing to it that due recognition was awarded him for his spirit of willingness, then we were able to develop a team that produced the desired results.

To have achieved a degree of productivity on a state-wide basis such as was identified in the foregoing chart is one of the most significant contributions that we have made in the 30 years that we have been working in this program. It was done by no one single individual. We hit our peak when we finally achieved the size of a staff with 14 specialized workers and many experienced general counselors all working together for the good of our deaf and hearing impaired clients. We could never have achieved this goal without such spirit of cooperation on the part of all concerned.

In connection with Delgado College we have developed a secondary supportive service for the deaf and hearing impaired which, although in its infancy, is showing quite a promise of providing a necessary service to a large segment of the deaf

population. It is regrettable that in our state we have a large deaf population whose achievement level has been such that they were not qualified to enroll in the research and demonstration project at Delgado nor were they able to qualify for Gallaudet or the National Technical Institute for the Deaf. Many years ago we developed at Delgado College a Vocational Rehabilitation Diagnostic and Evaluation Program for the Multiply Disabled. However, for lack of training and experience the deaf were hardly ever involved in any of these services.

As we developed the research and demonstration program for the deaf at Delgado during the past three years we saw a transition taking place among the members of the staff and the general Vocational Rehabilitation facility. They indicated a keen interest in the innovative programs being initiated in the program for the deaf. Some of the staff members expressed a desire to learn total communication. It was nothing unusual to see a staff member practising finger spelling with a deaf student. Out of this basic interest to serve our handicapped population developed an opportunity to bring our multiply handicapped deaf, our academically retarded, and our low achieving deaf people into the general Vocational Rehabilitation Program and to offer them the same opportunities for basic diagnostic and evaluation services. Before this could be done we developed a class in communication skills and not a single staff member failed to participate in this communications class. Professional interpreters for the deaf volunteered their services. Even Dr. Marvin Thames, President of Delgado College, became so interested in the program that he too joined the class and met as many sessions as possible.

Once the staff had achieved a degree of proficiency in communications we began a selective enrollment of clients into the regular Vocational Rehabilitation Program. To date we have served an increasing number of clients. Although we have not reached the degree of excellence which we know is necessary, we are at least making progress. The deaf are awarded the same privileges as all other students at the Vocational Rehabilitation Center. Several of the deaf have made sufficient progress that they have been able to meet the requirements for admission to the Research and Demonstration Program for the Deaf at Delgado. A large number have qualified for the trades and technical course taught by the college. After completing their evaluation, a large number have returned home and have found their role in the community. These accomplishments would not have been possible without the team approach serving the deaf which has been demonstrated at Delgado College.

A more recent development has been a special program initiated by our counselor for the deaf working in the Lafayette area. The Director of the Computer Program Department at the University of Southwest Louisiana became interested in the deaf and learned to communicate very adequately with them. Realizing that there was a need for training facilities for the deaf in the area of computer programming, he contacted our local counselor and from this contact has come a program which shows great promise in offering services for qualified deaf people.

This program is currently providing services for only a small number of deaf persons, but with the technical knowledge of the director and his ability to communicate, together with the driving influence of a dedicated counselor in his area, we can only assume that from this program should come some very successfully trained individuals.

Over the years and in the absence of accessible post-secondary training facilities we had to develop our own training areas for the deaf centered around the idea of on-the-job training and placement. As we look back over this phase of our experience we can recall some of the most exciting and interesting encounters that one could ever anticipate. We would first determine the skills and the capacities of the deaf individual. Then, we would attempt to develop training and/or placement opportunities where these skills and capacities could be more advantageously utilized. As we developed this program over the state, we found the business world to be both hard and yet very concerned. We were rejected and yet we were received. Perhaps the rejection came as a result of our failure to sell the program in a more positive manner. We were happy to note, however, that the successes far outweighed the rejections.

Over the years it has been our privilege to develop placements for the deaf in many hundreds of business establishments throughout the state and in equally as many different types of occupations. We have been welcomed by management with open arms because we demonstrated to them that we were selling a very reliable product and this was what management was looking to find. We can also recall some rather fascinating experiences as we have worked our way throughout the state selling and promoting the idea of hiring the deaf because they make good employees.

Today, with the development of the more sophisticated training facilities, we do not have to pursue this method of placement. Today we are able to give the deaf a more desirable training background which in turn enables us to guide them toward a more desirable level of occupational skills. This is progress in its finest form.

Very shortly we will have completed 30 wonderful years in serving the deaf in our state. It seems but yesterday that we were assigned to work with this strange and unknown group of people. So much has happened that it is impossible to recall. As we come to the close of this 30-year span we can do so with a sense of satisfaction. We have made mistakes by the hundreds. They were made in ignorance and without proper preparation. However, out of these mistakes we have learned a great deal. From this 30-year period we have been fortunate to be in a position to touch the lives of a lot of wonderful deaf people. We have had the good fortune of having good leadership in the Department of Education. Seldom has any one been so lucky as to be permitted to work so closely with the School for the Deaf and yet not be a member of the staff. To be privileged to Develop a program at

Delgado College as a part of that team was truly a dream come true. We feel that in this 30-year period we have made a small contribution to the deaf in our state. We hope that what we have done and the way that we did it has been accepted by those for whom it was intended in the same manner as we gave it.

Chapter VI

The Lighter Side of the Job

Serving the deaf for 30 years has been a privilege rearely enjoyed by many people. The story of my career in serving the deaf has afforded me many diversified experiences. Naturally, when one deals with large numbers of human beings there will be many varied experiences which will make the job both challenging and eventful. My job has been no different in this respect from that of any other counselor who has served his clients. There have been moments of joy and moments of sadness. There have been crises piling upon crises. Intermingled among all of these experiences has been a constant flow of humor. It is our intent in this last segment of our story to relate some of the more humorous instances which will show not only that your job can be funny but that the deaf have a great sense of humor themselves.

When I was being considered for the job as counselor for the deaf there was some question as to whether or not I would be accepted for the job. In order to find out whether or not the deaf would accept me into their innermost circles a plan was devised by the Superintendent of the school for the Deaf to put me to the acid test.

A social had been scheduled one Saturday evening at the school and the young people were to have the benefit of a very good orchestra to play for the dance. I was invited by the superintendent to attend the party and to mingle with the young people who probably were to become my future clients. Realizing that I knew nothing of the language of the deaf I was instructed on how I was to invite a young lady to dance with me. I was told that should I see a young lady with whom I would like to dance I was to approach her, bow politely and then if she accepted the invitation she had been instructed to bow which would signify that she accepted the invitation. I was told that all of the students were so instructed since they understood I could not communicate with them.

With this in mind I waited for a period when I discovered an attractive young lady sitting alone on the far side of the auditorium. I apprached the young lady and following my instructions bowed politely and to my pleasure I received a bow in return. The music started and we were off to our first dance together. After the band had completed its first number we stood silently facing each other not knowing what to do. Since I was a young married person I felt it improper to hold the lady's hand and so there we stood. Finally, the band started again at which time I repeated my performance of bowing and the young lady returned the gesture in like manner. This routine went on for some hour and a half. Not knowing what was in her mind

i was becoming convinced that things were not going too well but I had not the least idea how to change it. Finally, we were in the midst of another dance when a young man came rushing across the floor, tapped me on the shoulder and in a very clear voice siad, "Sorry, buddy, but this is my date." As I released the young lady I backed off and this is what I heard. The young man told the young lady, "Darling, I apologize. Everything happened to me that could. First, I had a flat. Then I ran out of gas. Finally, I got caught behind a mile long freight train. I am sorry that it happened this way." The young lady wiped her face from frustration and looking at the young man made this comment, "You don't know how happy I am to see you. I have been dancing with this dummy for nearly two hours and I am dern near dead." This experience was somewhat embarrassing at the time but as I look back in retrospect it was indeed a humorous situation. Not every counselor for the deaf can start his career by being tagged a dummy the very first day.

Not many months passed after I entered into my job that I came in contact with another situation which at first was most serious but later turned out to be quite humorous and from which I learned a real lesson. We had a large factory in our city where some 19 deaf people were employed. This factory burned one Sunday and Monday morning my office was filled with deaf people looking for employment. I was successful in finding employment for all but one in a reasonable period of time. This particular person had a very limited capacity to communicate. Begin new at the job my limitations were even more severe than his. Between the two of us we had it pretty tough trying to convey ideas to one another. Finally, after a seemingly long period of time I placed my client with a company and both of us were so grateful. At this particular time the prevailing wage was $1.00 an hour for 40 hours a week. My client's former employer had paid his deductions himself since he felt sorry for the client and, therefore, his take-home pay was $40 for the week. The new employer was not so gracious and so the client's check was $35.40 after deductions. Because my client was limited in his capacity to handle the written language he was not able to understand why his checks were different since he worked the same number of hours for the same pay.

One day he was in my office bitterly complaining about his job. He was so grateful, however, that I had gotten him a job that he wanted to give me something as a reward for being of some assistance to him. It had always been my policy never to accept gifts from my clients and so I tried to explain to him as best I could that it was impossible for me to accept a gift. He would not listen to me and insisted that I let him do something for me. In desperation I told him the following: "I cannot accept a gift from you because I am paid to work for you. This is why it is impossible for me to accept your gift." He seemingly went along with my explanation but then after leaving my office the roof fell in. When he got home and was telling his wife he told her that I got paid for getting him a job. It did

not take him long through normal deduction to come up with the idea that his employer was taking the $4.65 a week out of his salary and giving it to me for finding him a job. Once he had come to this conclusion his anger mounted rapidly.

Not long thereafter one of my close associates who is deaf and is a teacher at the school came into my office to explain that I was in trouble. I asked him why and his statement was that the deaf were up in arms because they had just learned that the companies were taking their money and giving it to me each week to work with the deaf. Nothing could be further from the truth and I explained it to the teacher. I finally found out from him what the source of information was and we traced it back to my comment of the deaf client.

I immediately left my office and went to the company where my client was employed. I got him together with the teacher and we went to the finance office where we had the company's personnel officer to pull his file and to show him where the deductions were and how they were credited to his account. To my utter surprise the teacher was equally as confused as my client. The teacher explained it to the client and it seemed as though all of us were amazed at the expression on his face. No one had ever made either one of them aware of the meaning of the various deductions from their pay checks. We then found out that this problem was common throughout the city among the deaf. We called a meeting of the local association and explained all of the procedure of various deductions. To this day we have no idea how many deaf people went home that night relieved because after a long period of time they had found out why their checks never balanced with the time worked. One thing I learned from this experience and that was never to tell a deaf person that I got paid for working for him. The humor of the whole event was in the eventual outcome. When any one who knew me well started talking about Social Security they would make the sign S. S. and then spell out "Seal's salary".

One of my friends who was deaf came into the office one morning. He was quite angry. He was employed at the School for the Deaf in the maintenance department. He always had trouble with his money and seemed always to be in need. That morning he had gone by the superintendent's office and asked to make a personal loan from the superintendent in the amount of $500. The superintendent was a real gentleman with a great heart. He would often let deserving deaf people have money without interest. He knew this person, however, and before he considered the request seriously he asked the deaf person what he intended on using the money for. The deaf person became quite angry and without any further action got up and stormed out of the office and came to see me. He demanded that I call the superintendent and tell him how upset he was. On further inquiry I got this explanation. He said that he never would attempt to tell the superintendent what to do with his money and, therefore, the superintendent had no right to tell the deaf man what he wanted to do with his money. It was his reasoning that

once he borrowed the money from the superintendent that it was none of the superintendent's business as to what happened to that money since it now belonged to the client. Needless to say, I dialed a wrong number when I pretended to call the superintendent on the phone. The client left my office satisfied that he had unloaded his anger to the superintendent but I can assure you that it was some time before I ever had the courage to tell the superintendent what had happened. I don't think we need to mention that there was no financial transaction that day in the superintendent's office.

My wife was a teacher at the school as well as the librarian. One of her assignments was that of teaching a group of slow learners. She was having a terrific time trying to teach them a little bit about early American history. She had used almost every means at her command in explaining about the Pilgrims and their arrival in this country. Finally, she thought of an idea to make the story a little more interesting. She mentioned to the children that when the Pilgrims came over they brought with them many things from the old country. One of the things they brought were some young pigs. She then told the children that the Pilgrims turned the pigs loose in the woods so they would multiply. One little girl in a very eager manner jumped up and in an excited way said, "Mrs. Seal, smart pigs, they know arithmetic." The little girl who told this story is now a grown young lady and is doing a good job.

We had one former student whom we had placed in employment in our city. He worked in a local business establishment. He would drive around town in a pickup truck with a large German police dog chained in the back of the truck. This dog was his protection and people who knew my deaf client kept their distance from this boy and his dog. One day as I was about to enter a neighborhood store my client drove up in his truck with the dog in the back. As the client got out of the truck he turned to the dog who was barking very viciously and made the sign to the dog for him to stay in the truck and that he would return in a little while. The dog immediately quit his barking and remained in the truck until the client returned. I guess we might assume from this story that if one uses total communication you can convey an idea even to a dog.

Once I had a phone call in my office which came from a local employer. He was quite excited and very angry. The employer had four young deaf ladies working in his establishment and all of them belonged to a basketball club. They were going to have a tournament in an adjacent city and wanted to attend but they did not quite know how to ask for time off. They solved the problem by writing a note to the employer which was as follows: "We will be sick next Wednesday." This note was signed by all four employees. I am not sure how we worked this one out but it has been a story of pleasure to think about as time has gone by.

We have had a lot to do in our 30 years. Some of it has been hard but all of it has been interesting and heartwarming. It all goes to show that even though we are burdened with heavy labors at times if only we would look around us we could find something about our job that would make us laugh.